Saskatchewan
Education

Annual Report
1986-87

Saskatchewan
Education

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The eighty-second annual report of Saskatchewan Education

for the period from
July 1, 1986 to June 30, 1987

Letters of Transmittal

The Honourable F.W. Johnson
Lieutenant Governor
Province of Saskatchewan

Sir:

I have the honour of submitting the annual report of Saskatchewan Education for the year ending June 30, 1987.

Respectfully submitted,

Lorne H. Hepworth
Minister of Education

The Honourable Lorne H. Hepworth
Minister
Saskatchewan Education

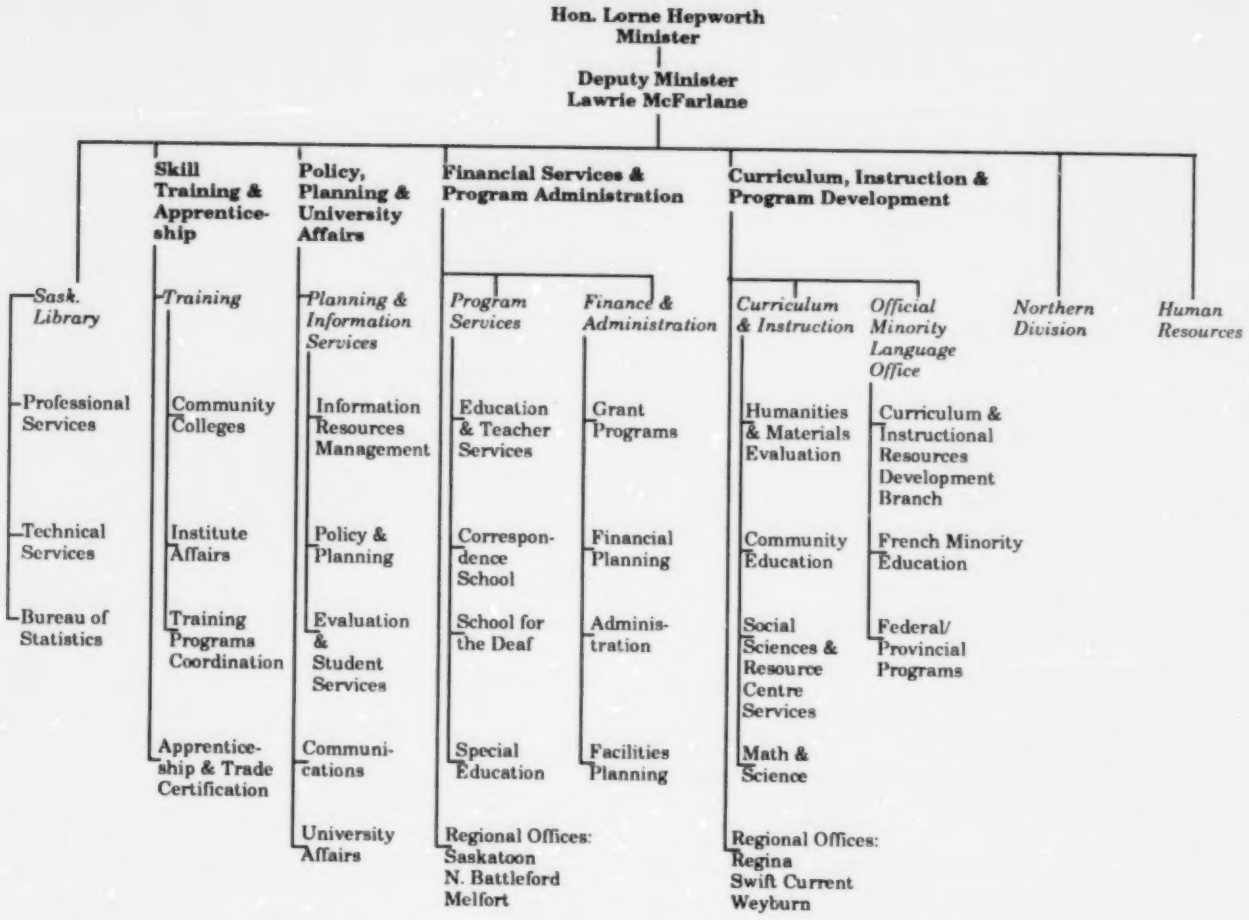
Sir:

I have the honour of submitting the annual report of Saskatchewan Education for the year ending June 30, 1987.

Respectfully submitted,

Lawrie McFarlane
Deputy Minister
Saskatchewan Education

Department Organization



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Deputy Minister's Message

On April 1, 1987, the departments of Education, Advanced Education and Manpower, and Saskatchewan Library were combined to form one department. The new Saskatchewan Education now has responsibility for kindergarten to grade 12 education, all post-secondary education and training through the universities, technical institutes and community colleges, and coordination of all libraries throughout the province.

Amalgamation has resulted in a streamlined, more efficient department better able to meet Saskatchewan's present and future needs. It has meant improved coordination of education programs at all levels of the system as well as significant savings in administrative costs.

Education is now, more than ever, a lifelong process. The days are long past when a high school diploma, university degree or technical certificate meant that one had finished school. Current estimates indicate that present-day employees may require upgrading or retraining as many as five times in the course of their careers. Saskatchewan Education is now structured to deliver the kind of ongoing learning our citizenry will require to succeed in a rapidly changing world.

Children entering kindergarten this year will graduate from high school in the year 2000. The world that awaits them will, in many respects, differ from today's. Much more emphasis will be placed on technological aptitudes, and our education system must prepare for this.

Yet in other respects, some things will not change. There is reason — and hope — to believe that society will continue to value those attributes which we traditionally associate with a well-educated person. These include a strong command of language, both written and spoken; an understanding of the fundamentals of mathematics and science, and a sense of the history of our country and its many cultures.

The challenge facing educators at all levels across the province is to introduce the technology of the future while sustaining our intellectual heritage.

Saskatchewan's rich endowment of natural resources no longer guarantees a secure future, for in a knowledge-based economy the basic raw material — human intelligence — can be found everywhere. The deciding factors will be education and training — the manner in which we develop our human resources.

We cannot afford to stand still. It is imperative that we plan for the future of our educational system while tending to its present needs or time will pass us by. Significant progress was made on both fronts during the reporting year.

To prepare for the future, we have:

- developed a new core curriculum policy for Saskatchewan's 200,000 kindergarten to grade 12 students, the first major change to core curriculum in 24 years. This policy establishes guidelines for both the structure and content of a revised curriculum, one that will be tuned to the needs of the 1990s and beyond;
- provided $35 million from the Education Development Fund to school divisions and other educational agencies to upgrade their learning resources, implement efficiency measures and undertake program improvements. This represents a $25 million increase from 1985-86;
- passed a new Apprenticeship and Trade Certification Act that will substantially improve the quality of training for all future apprentices and journeymen in provincially designated trades. This legislation replaces the original act passed in 1953. It takes into account the now pervasive influence of technological change and subsequent need for ongoing upgrading of our tradesmen;
- officially opened the new Geological Sciences Building at the University of Saskatchewan; a state of the art facility that offers our students the most current instruction available in a discipline critical to Saskatchewan's economic well being;
- laid the preliminary groundwork for a major expansion in distance education that will improve access to a wide range of education and training programs; and,
- completed a new $35 million Northern Institute of Technology in Prince Albert which served almost 1100 learners during the first year of operation. The Institute offers courses in 35 areas of study, many of which are not available anywhere else in Saskatchewan. Unique programming in areas such as fisheries, wildlife and forestry should soon establish this facility as a major learning centre for renewable resource management.

We have also completed a major policy document that will restructure our post-secondary education system to ready it for the future. *Preparing For The Year 2000: Adult Education in Saskatchewan* identifies the long-term needs of post-secondary education in Saskatchewan and defines goals and objectives around which educational institutions can coordinate their future plans. It also presents the government's short-term plan of action to begin the process of change.

To be in tune with the times post-secondary education must meet certain requirements. It must be equally accessible to all students in every sense of the term. Geography, ethnic origin and economic circumstance cannot be deterrents to further education. It must develop analytical skills, teaching students not just what to remember but also how to think critically and independently. It must be current, making expanded provision for the retraining and upgrading that will be an ongoing need in an era of rapid change. And it must tackle the problem of adult illiteracy head on, for we cannot possibly succeed if a quarter of our team stands idly on the sidelines.

Preparing For The Year 2000: Adult Education in

Saskatchewan spells out major initiatives forthcoming in these and other areas. Within the next year we will:

- restructure our approach to skill training through establishment of the Saskatchewan Institute of Applied Science and Technology (SIAST). SIAST will be created by merging the existing technical schools, urban community colleges, the Advanced Technology Training Centre in Saskatoon and the Meadow Lake Vocational Centre into one educational entity reporting to a single board of directors. The advantages are manifold: improved coordination of provincial skill training programs, more applied research and development, improved administrative efficiency, and an institute better able to respond quickly to changing technologies and shifts in employment demand;
- establish a task force for the purpose of redesigning skill training programs to better accommodate older workers;
- conclude a major $160 million three year training agreement with the federal government under the terms of the Canadian Job Strategy;
- examine our system of apprenticeship to determine how it can be made more responsive to technological change and more accessible to groups such as natives, northerners and women;
- host a national forum on post-secondary education to provide an opportunity for national dialogue on the future direction of our universities;
- improve access to post-secondary education by transforming the rural and northern community colleges into a network of regional colleges. The colleges will have a mandate to deliver university and institute programs along with adult literacy training across the province;
- establish a new Education Outreach Fund to provide additional resources for offering university and institute courses in smaller centres;
- appoint a Distance Education Council to improve coordination of existing access to education measures and recommend new initiatives;
- undertake a province-wide volunteer campaign against illiteracy, and establish a literacy council to coordinate the campaign; and
- begin the task of affording more equitable access to adult education for those groups still largely on the outside looking in; specifically, women, northerners, disabled and native people.

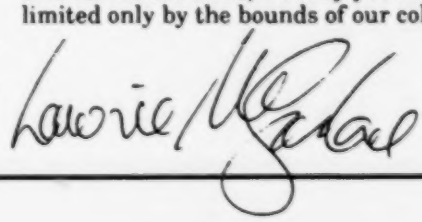
These and other measures will begin the process of change. It is an ambitious slate of objectives and success will not come easily. However, success is imperative for the price of failure will be borne by future citizens unprepared for the world that awaits them. To be poorly educated is to become a spectator at the events of one's own life. It represents a massive loss of human potential that Saskatchewan cannot afford and cannot condone.

While it is essential that we look ahead, we must also attend to the present needs of our education system to ensure a solid foundation upon which to build. Towards this end, during the past year we have:

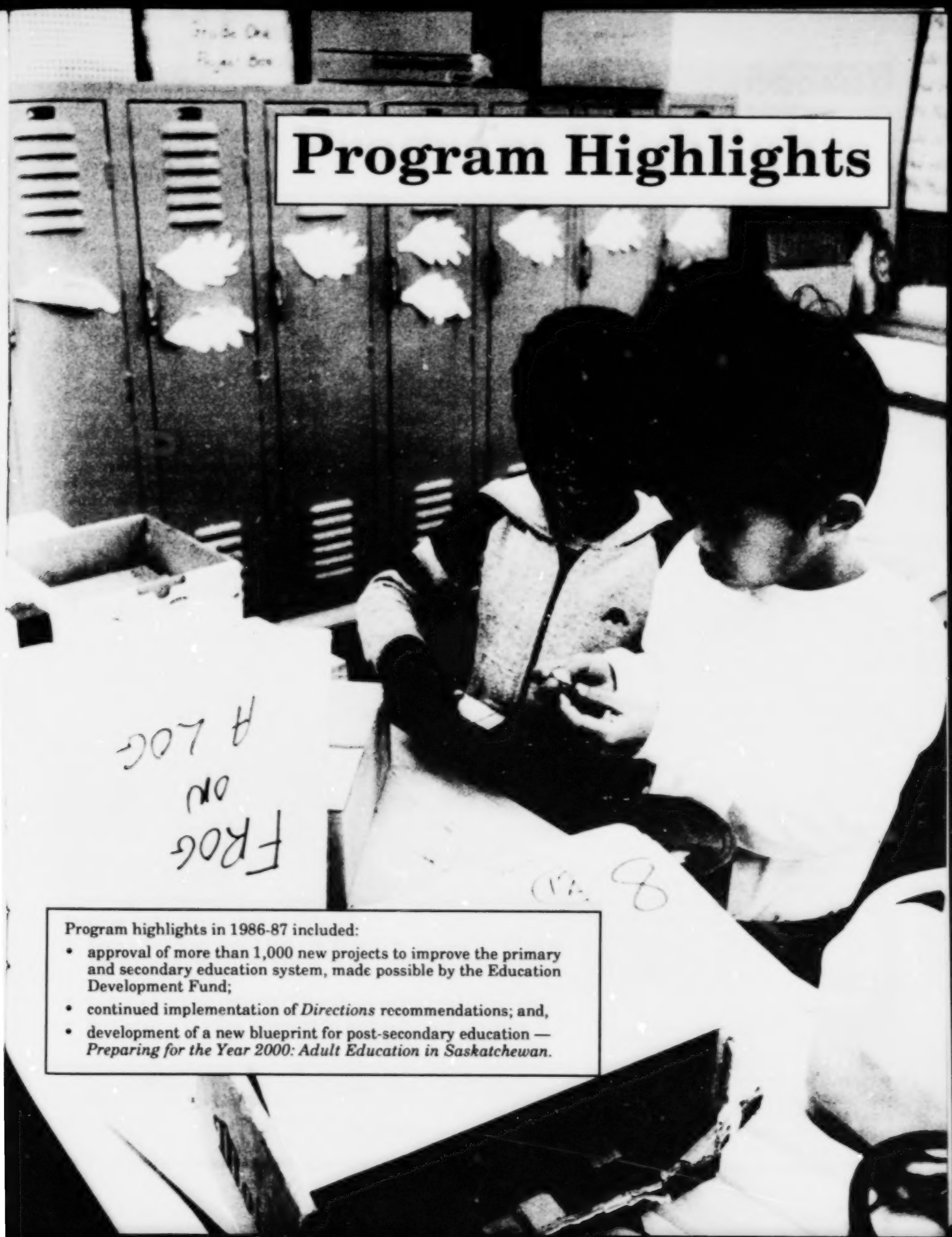
- continued curriculum development in the areas of arts, health, social studies and Indian/Metis studies for use in the kindergarten to grade 12 system. Work also began on new courses of study in English language arts and science;
- provided more than $175 million for university construction and operation along with more than $400 million in grants to primary and secondary schools;
- developed a new funding formula for capital projects and repairs in the primary and secondary school system;
- revised our student aid programs so that more financial assistance can be provided to more post-secondary students at less cost to the student;
- continued follow-up activities on *Directions* — The Final Report of the Minister's Advisory Committee on Curriculum and Instruction Review. Progress was made in the areas of Indian/Metis support materials, stay-in-school initiatives and programs for gifted students;
- continued to improve Indian and Metis education, both by integrating relevant content into the curriculum and through the SUNTEP and NORTEP programs which train natives for careers in education;
- further expanded French education programs to meet the growing demand. Enrolment in immersion programs increased by 24.1 per cent, in Francophone programs by 5.5 per cent and in Core French programs by 19.7 per cent; and,
- pursued the objective of providing equitable access to library services and resources for all Saskatchewan residents. Placing Saskatchewan Library under the administrative umbrella of Saskatchewan Education furthers this end by bringing together the primary demand for library services with the supply.

It has been a highly eventful year. The coming years promise to be equally challenging, but also exciting and potentially very rewarding. If education and training represent the key to our future, then it can be said that Saskatchewan's educators will in large measure determine the role we play on the stage of the twenty-first century.

Last year 35% of Saskatchewan's population received education and training of some kind. The cast is already assembled and eager to take part. What we offer them must be accessible, current, analytical and proactive. If this can be achieved, we may yet write our own script limited only by the bounds of our collective imagination.



Program Highlights



Program highlights in 1986-87 included:

- approval of more than 1,000 new projects to improve the primary and secondary education system, made possible by the Education Development Fund;
- continued implementation of *Directions* recommendations; and,
- development of a new blueprint for post-secondary education — *Preparing for the Year 2000: Adult Education in Saskatchewan.*

Education Development Fund

The Education Development Fund (EDF) was established in 1985 to finance improvements to Saskatchewan's kindergarten to grade 12 education system.

EDF expenditures came to $35 million in 1986-87, a $25 million increase from the previous year. The fund is designed to operate for a further eight years.

During 1986-87 $33.2 million was allocated for school division local projects. Funds are distributed on the basis of the size of the student population along with the Foundation Grant Formula. A further $1.8 million was assigned to Saskatchewan Education for provincial initiatives, or for distribution to other educational agencies pursuing activities consistent with *Directions* recommendations.

EDF resources are made available to school divisions for use in three general categories:

- **Upgrading Learning Resources:** approximately 25 per cent of the fund is allocated for literacy and resource centre acquisitions, computers and other technological purchases.
- **Improving Efficiency:** a further 20 per cent of the fund is allocated for projects to improve school efficiency — measures which can be expected to pay for themselves over time. Examples include energy conservation, maintenance and program cost reduction initiatives.
- **Program Improvement:** approximately 55 per cent of the fund is allocated for projects to improve the quality of educational programs in areas such as development of basic life skills, dropout prevention, preparation for life and gifted education.

EDF is designed to foster improved coordination between the province and local school divisions. The fund allows for local initiative and autonomy in the development and implementation of projects, while also ensuring that provincial priorities are pursued in a coordinated manner. Operation of the fund is a joint responsibility of local school division officials and regional directors of education.

Several general principles underlie operation of the fund:

- Projects should be geared to meeting local needs, but must also accommodate provincial priorities.
- Local and provincial initiatives should be consistent with the *Directions* blueprint for improving the education system.
- EDF resources must be used effectively, and accountability mechanisms are in place to further this end.
- Improving the efficiency of the education system should be a prime objective of any initiative.
- Local officials should emphasize long range planning in developing their educational goals and objectives.

School Division Projects

There were 1068 school division projects approved in 1986-87 with a total value of $31.2 million. Five hundred and twenty-two projects were completed in 648 project areas during the year. The total value of projects completed was $26.8 million.

Saskatchewan school divisions completed EDF projects in the following areas in 1986-87 (September 1, 1986 — June 30, 1987):

- learning resources — 179 projects, $5,858,677;
- efficiency measures — 27 projects, $2,930,455;
- Directions initiatives — 187 projects, $5,057,407;
- basic skills — 62 projects, $4,167,904;
- preparation for life — 113 projects, $2,837,655;
- dropout prevention — 52 projects, $2,001,298;
- gifted programs — 16 projects, $2,273,602; and,
- community responsiveness — 12 projects, $1,710,822.

Provincial Initiatives

Saskatchewan Education's EDF allocation for 1986-87 was $1.8 million. With these funds, the department undertook the following initiatives:

- R.J.D. Williams Provincial School for the Deaf — $42,750. Improvements to programming included upgrading of the resource centre, the signed English immersion program, a computer equipment update and operation of a summer school for the hearing impaired.
- Correspondence School — $105,950. EDF initiatives included improvements to the communication system and installation of a computer managed assignment and examination bank.
- Special Education — $98,500. Improvements to special education services included field consultation for the visually impaired, inservice training and large print reproduction.
- Curriculum Development — $1,030,300. Progress was made on identification of K-12 scope and sequence for required learnings, initial investigations of common essential learnings, the Learning Resource Centre Policy and Guidelines, Native languages development, preparation of Guidance materials and preparation of Technical-Vocational and Heritage Language reports.
- Regional Offices — $40,000. Support services were made available to regional offices to enable them to pursue EDF objectives.

- **Planning and Evaluation — $312,500.** Activities included student evaluation and monitoring, school-based program evaluation, program and policy development as a follow-up to the Technical-Vocational Report, the School Improvement Program, a Drop-Out Study, the Small High Schools Project, and reference group support for the public phase of the Core Curriculum Policy. EDF resources were provided to the Saskatchewan Instructional Development and Research Unit (University of Regina) to assist school divisions in improving instructional strategies, and to the Saskatchewan Educational Leadership Unit (University of Saskatchewan) to help school division personnel improve their leadership skills.
- Official Minority Language Office — $70,000. Resources were made available to enable curriculum development related to the Core Curriculum Policy.
- Educational Media Services — $100,000. Activities included improvements to the delivery system and upgrading of the booking system.

Directions

A major review of kindergarten to grade 12 education in Saskatchewan was initiated in 1981 to identify the strengths and weaknesses of the education system and how it could be improved. A Curriculum and Instruction Review Committee was established to carry out the review. All major groups involved in kindergarten to grade 12 education were represented on the committee.

Directions is the final report of the Curriculum and Instruction Review Committee published in 1984. It presents the major concerns identified, the Committee's response to those concerns and their recommendations for change; recommendations which address virtually all aspects of kindergarten to grade 12 education. *Directions* represents a comprehensive blueprint for an effective, efficient education system. It provides Saskatchewan Education with a framework both to guide present activities and plan for the future.

Saskatchewan Education has been implementing *Directions* recommendations on an ongoing basis since 1984. The Directions Coordinating Council, a body made up of representatives from major education interest groups, assists the implementation process by providing advice on all follow-up activity.

1986-87 Activities

Core Curriculum Policy

A major *Directions* recommendation was that a kindergarten to grade 12 core curriculum be developed for Saskatchewan schools.

In March 1987 Saskatchewan Education completed a core curriculum policy for Saskatchewan's 200,000 kindergarten to grade 12 students. *Policy Direction For a Core Curriculum* represents the first major overhaul of primary and secondary curricula since 1963.

The purpose of a core curriculum is to provide all Saskatchewan students with a uniform education that will serve them well regardless of their career choices upon completing school. It should reinforce the teaching of basic skills and also introduce new, contemporary fields of study.

The new policy outlines how these objectives can be obtained. Highlights include:

- All students will be required to study in seven core areas — language arts, mathematics, science, social studies, arts education, physical education and health education. Each required area has unique knowledge, skills and values that are essential for all kindergarten to grade 12 students.
- Six common essential learnings will be incorporated into all courses of study — communication, numeracy, critical and creative thinking, technical literacy, independent learning, and personal and social values and skills.
- All students will be required to study in a wide range of areas so they become familiar with various ways of learning about the world.
- Students will be required to earn 24 credits to graduate from high school.
- Curriculum guides will contain more ideas and activities to help teachers accommodate the unique learning needs of their students.
- Increased time for local options and requirements will be available, particularly at the elementary level.

Completion of the core curriculum policy represents just the first step. Implementation will be gradual, with new programs phased in as they become available and as schools and teachers make arrangements to provide them.

The first changes will be implemented in September 1988. At that time, the required areas of study will become the basis of the school program, and the necessary adjustments in the balance of time will be implemented. Teachers will begin to incorporate the common essential learnings into all courses of study in an appropriate manner. Teacher inservice will be developed for use at that time. New courses of study will be implemented as they are developed and made available by Saskatchewan Education. At the secondary level (grades 10 to 12), the 24 credit minimum requirement for graduation will be implemented beginning with students entering grade 10 in September 1988.

Saskatchewan Education is proceeding with curriculum development in each of the required areas of study. Schools will continue to use existing curriculum guides until the new ones are available. New curricula will include suggested strategies on how to incorporate the common essential learnings into each area of study.

Saskatchewan Education is also preparing a report to provide teachers with direction on how to include the common essential learnings in instruction of existing curricula. In addition, an inservice program is being developed to help teachers integrate common essential learnings into their teaching strategies. The inservice program will be field tested in spring 1988 and should be available for general use in fall. This will be an ongoing program.

Policy Direction For A Core Curriculum provides a general framework for curriculum development. Saskatchewan Education has now commenced preparation of specific core curriculum policies to provide a more explicit plan of action. This will include consolidation and revision of existing policy such as that contained in Directions, the Division IV Policy Statements and Saskatchewan School Programs.

Public consultation has played a major role in development of the core curriculum policy, and this will continue during implementation.

The inservice program will provide one avenue for two-way communication between the department and educators. In addition, an Educational Policies Committee was established in March 1987 composed of representatives from various educational organizations and Saskatchewan Education. The Committee will provide advice on the development and implementation of core curriculum on an ongoing basis.

The new core curriculum policy represents an important first step towards an up to date core of instruction for Saskatchewan students, but much remains to be done. The overall objective is a core curriculum to provide graduates with knowledge that will serve them in all facets of life: in furthering their education, in the workplace, in the family and in the community. Continued support will be required from both educators and administrators to reach this goal.

School Library Services

Directions recommends "that a provincial policy and standards for resource centre services be formulated, along with a plan of action to improve the quality of resource centre services in the province."

In response to this recommendation Saskatchewan Education established a Learning Resource Centre Services Advisory Committee in 1985 to develop policy and guidelines for resource centres. The committee consists of representatives from the:

- Saskatchewan School Trustees Association;
- Saskatchewan Teachers Federation;
- League of Educational Administrators, Directors and Superintendents;
- Saskatchewan Association of Educational Media Specialists;
- Saskatchewan Library;
- University of Saskatchewan;
- University of Regina; and,
- Saskatchewan Education.

The committee met regularly throughout 1986 and developed a series of recommendations respecting means of improving resource-based learning in Saskatchewan schools. These recommendations will form the basis of a policy and guidelines for resource centre services scheduled for completion in November 1987.

Saskatchewan School Improvement Program

Directions recommends "that a school environment improvement program be developed for use at the local level", and "that collaborative planning procedures be developed for use at the school division level."

The Saskatchewan School Improvement Program (SSIP) was established in 1986 in response to these recommendations. The purpose of the program is twofold: to explore means of improving school effectiveness by fostering a more personalized atmosphere, and to involve more people in educational planning and problem solving at the local level where the impact of change is most keenly felt.

SSIP is predicated on two general principles. First, both students and staff benefit from a healthy school environment. Second, successful change strategies can originate from the bottom up as well as from the top down, and are more likely to succeed when those upon whom they impact most directly have been involved in their development. The overall objective of SSIP is therefore to mobilize the potential for improvement at the individual school level.

The program consists of a Saskatchewan School Improvement Model, communications materials, an inservice education package and a resource manual for schools. Pilot projects were undertaken at fourteen schools in 1986-87 and are now being evaluated.

Special Needs

Two objectives for the school system specified in *Directions* are to better serve the needs of individual learners and attend to the special requirements of Indian/Metis students. Programs have been established to address these needs and continued their operation in 1986-87.

Implementation of the *Five Year Action Plan for Indian and Metis Education* continued, under the direction of the Indian and Metis Curriculum Advisory Committee. The plan has three main priorities: integrating Indian and Metis content into the core curriculum, developing special programs such as Native studies and Indian languages, and developing support materials for core and special curricula.

Saskatchewan Education continued the Stay In School media campaign, encouraging young people to complete their education. A number of school divisions now have programs in place to further this end, made possible by financial support from the Education Development Fund.

Many school divisions initiated or continued special programs for gifted students during the year. Fifty-five school divisions have done so under the auspices of Saskatchewan Education's Leadership and Development Project in Gifted Learner Education which is now in its second year of operation.

Preparing for the Year 2000: Adult Education in Saskatchewan

More than a century has passed since formal adult education began in Saskatchewan. From modest beginnings, adult education has progressed to a comprehensive system of universities, community colleges, technical institutes and assorted private sector programs that offers instruction to roughly 20% of Saskatchewan's adult population annually. Adult education in Saskatchewan is now a $500 million a year undertaking that involves more than thirty publicly funded institutions along with many private firms.

Impressive as these achievements are, they will not be enough. This is an era of profound socio-economic change ripe with consequences for learning and employment. Two trends in particular command attention.

The first is economic: the transition now underway from a resource-based economy to a knowledge-based economy. Many of today's economic superpowers — the Japans, West Germanys and South Koreas of the world — are not countries rich in natural resources but rather countries proficient at technological research and the processing of information. Economic well being is now contingent more upon knowledge than raw material in the conventional sense. If human intelligence is to be the key raw material of the future, then clearly the role of education becomes more critical than ever.

The second major trend is demographic. The "baby boom" generation — the product of a well above average post-1945 birth rate — has now worked its way through the primary, secondary and post-secondary education system and entered the labour force. The effects have been dramatic along each step of the way, and following the turn of the century there will be equally resounding impacts upon health care services for seniors, pensions and retirement programs.

Of more immediate consequence is the fact that the baby boom wave is poised to roll over the post-secondary education system for a second time. Most baby boomers received their post-secondary training prior to the advent of the current technological revolution. As the economy restructures, their employability may diminish. The demands upon upgrading and retraining programs in the near future will therefore be enormous.

A related demographic trend is the current transition from baby boom to "baby bust". A declining birth rate means a corresponding decrease in new entrants to the education system and workforce. Every effort must therefore be made to reduce the present student dropout rate, for it represents a further diminution of an already shrinking human resource base.

Saskatchewan's post-secondary education system faces major challenges. It must adapt to the needs of the new knowledge-based economy, meet the needs of an aging population that will require frequent retraining, and improve success rates within the traditional 18-24 year old age group. It must also address the problems of adult illiteracy, inadequate accessibility, and insufficient attention to the development of analytical skills.

Saskatchewan Education responded to these challenges by releasing a major policy document in April 1987 that will restructure Saskatchewan's post-secondary education system to prepare it for the future. *Preparing for the Year 2000: Adult Education In Saskatchewan* identifies the long-term needs of post-secondary education in Saskatchewan and defines goals and objectives around which education institutions can coordinate their future plans. It also spells out the government's short-term plan of action to begin the process of change.

Short-term objectives include the following:

Skill Training

- Saskatchewan's technical institutes, urban community colleges, the Advanced Technology Training Centre in Saskatoon and the Meadow Lake Vocational Centre will be merged to form a new Saskatchewan Institute of Applied Science and Technology (SIAST). SIAST will report to an independent Board of Directors operating at arm's length from the government. The new institute will be more responsive to technological change and shifts in employment demand and will also lead to improved coordination of provincial skill training programs.
- The province will sign a new three-year, $160 million training agreement with the federal government to provide increased levels of support for skill training.
- A special task force will be set up to design new training programs for older workers in need of retraining.
- Co-operative education programs with industry will be expanded.

Community Outreach Policy

- The eight rural *community* colleges in southern Saskatchewan will be restructured into *Regional* Colleges. They will improve access to post-secondary education by offering university and technical institute programs in centers outside the major cities.
- A $3 million Education Outreach Fund will be established to purchase the library materials, equipment, satellite and cable rentals required for the delivery of courses in smaller centers.
- A Distance Education Council will be established to improve coordination of existing distance education programs and recommend new initiatives.

The Universities

- A new Trade Language Centre will be established at Luther College in conjunction with the University of Regina.
- A new Agricultural Commodities Research Institute will be established at the University of Saskatchewan.
- The province will pursue the possibility of developing a first and second year Arts and Science curriculum that is common to both universities. This will make it easier for extension students to gain entry to either university.
- The province will host a National Forum on the future of post-secondary education in October 1987.

The college will provide expanded access to university and technical institute courses throughout the north.

- A new handicapped access policy will be designed for adult education institutions to provide handicapped students with equality of access.

This reform package represents the first step towards meeting Saskatchewan's post-secondary education needs for the 1990's and beyond. Over the long term, examination will also be given to broader issues such as admissions and enrolment policy, province-wide standards, new approaches to financing, and inter-provincial cooperation.

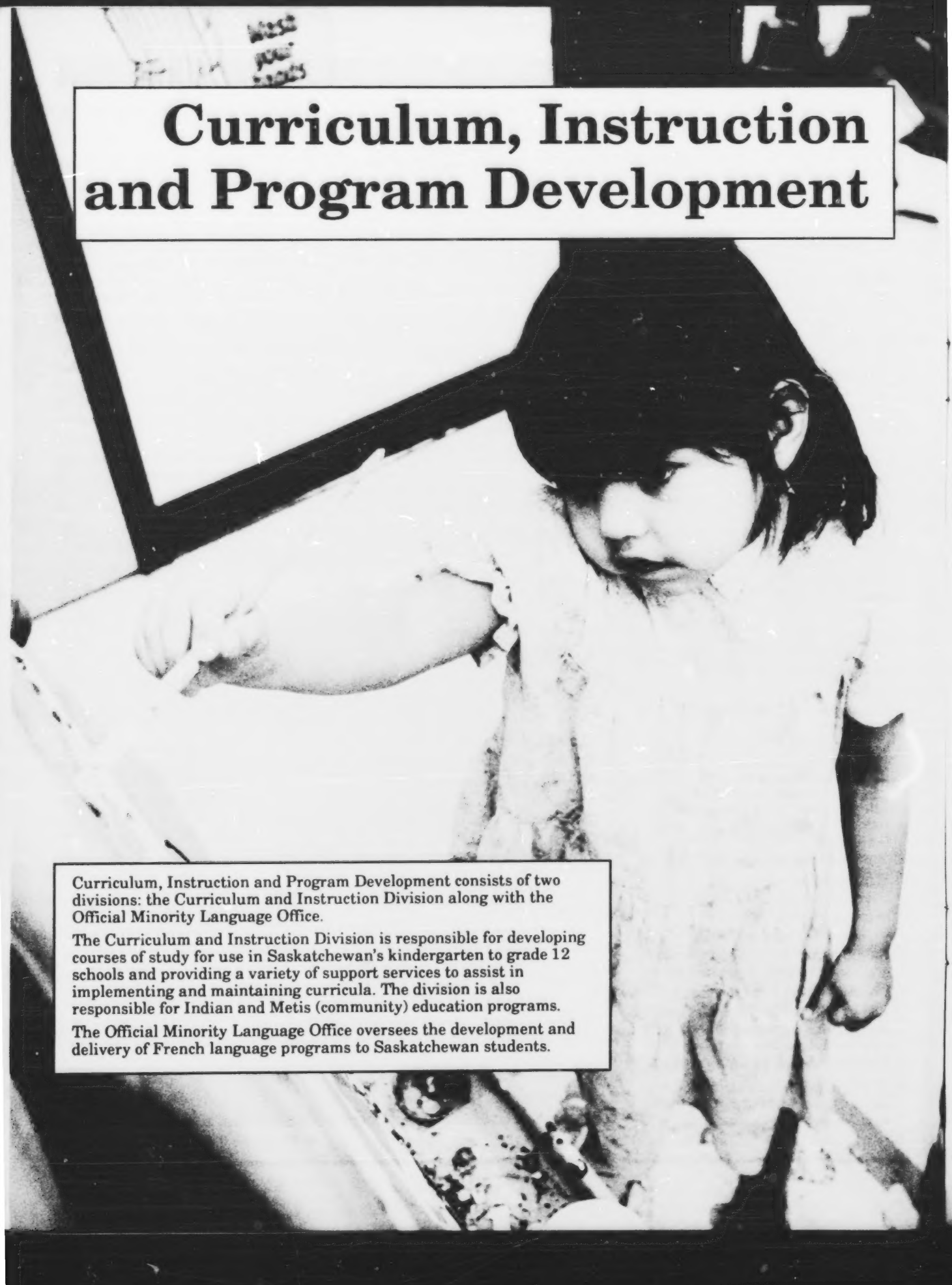
Adult Literacy Campaign

- The Minister of Education will propose a national volunteer campaign to promote adult literacy.
- A Literacy Council will be established to organize the campaign in Saskatchewan.
- High schools will be asked to step up measures to reduce drop-out rates.

Education Equity

- The province will ask all publicly-funded adult education institutions to appoint more women to senior management positions.
- Special efforts will be made to increase representation of women in non-traditional professions.
- Single parents will be eligible for additional financial assistance under Student Aid.
- The province will offer joint native control and management of the new Saskatchewan Institute of Applied Science and Technology.
- The three northern community colleges will be combined to form a new Northlands Career College.

Curriculum, Instruction and Program Development



Curriculum, Instruction and Program Development consists of two divisions: the Curriculum and Instruction Division along with the Official Minority Language Office.

The Curriculum and Instruction Division is responsible for developing courses of study for use in Saskatchewan's kindergarten to grade 12 schools and providing a variety of support services to assist in implementing and maintaining curricula. The division is also responsible for Indian and Metis (community) education programs.

The Official Minority Language Office oversees the development and delivery of French language programs to Saskatchewan students.

Curriculum Development

Humanities and Applied Science

Arts Education

The program name was changed from aesthetic education to arts education on the basis of a recommendation from a Curriculum Advisory Committee formed during the year. Development in the disciplines of dance and drama continued, and work began on art and music. Thirteen schools were selected as the sites for introduction of a kindergarten to grade 5 pilot course next year.

Program objectives for kindergarten to grade 12 were developed. Teachers representing all regions participated in one-day review sessions of the kindergarten to grade 9 program objectives. Reviews for the grade 10-12 level will be conducted during the coming year.

English Language Arts

Evaluation of English language arts from kindergarten to grade 12 began. Initial stages included a literature review and examination of present courses. A field study was conducted and recommendations from the study will guide design of a new English language arts curriculum. A kindergarten to grade 12 curriculum advisory committee was formed.

Updating and authorization of materials and textbooks neared completion for English 10, 20 and 30, and began for the grades 7 to 9 levels.

Heritage Languages

The curriculum guide for grades 1 to 3 Ukrainian-English bilingual education was finalized and prepared for printing. The field trial edition of the divisions III and IV German curriculum guide and handbook was evaluated and submitted for final approval.

Saskatchewan Education assisted the University of Saskatchewan in offering a German methods half class. Saskatchewan Education also provided consultative service in the areas of program planning and teacher inservice to school divisions and community groups to assist them in the delivery of German and Ukrainian courses.

The report of the Heritage Languages Advisory Committee was made available to the public for review and comment. Public input will be used as a guide in the preparation of an action plan to improve heritage language programs. The committee was established in 1985 to advise the Minister on the role of the provincial government in heritage language instruction.

The first interprovincial meeting of education department officials from Saskatchewan, Manitoba and Alberta was held to discuss joint development of bilingual Ukrainian programs. The meeting stemmed from an agreement reached by the three provinces last year to cooperate in the development of such programs.

Technical Vocational Education

The Technical-Vocational Education/ Comprehensive High Schools Review Committee completed its review and submitted a report to the Minister. The purpose of the review was to update technical and vocational courses used in schools.

All department-authorized technical and vocational courses have now been revised. Inservice education sessions were held throughout the province to bring instructors up to date with the changes.

Mathematics and Science

Computer Education

Drafts of two documents were completed: a Sourcebook for Planners and Decision Makers and a Starter Kit for Divisions I and II Teachers. A draft kindergarten to grade 12 scope and sequence program for computer instruction was also completed. The program is designed for general curriculum use and is not confined to specific courses.

Health Education

Implementation of the revised program for grades 7, 8 and 9 continued in about two-thirds of the province's schools. Implementation will expand next year to all schools. Regional inservice education workshops for teachers continued, as did work on development of the teacher handbook and the evaluation of instructional resources.

Mathematics

Revision of the grades 7, 8, and 9 curriculum guide neared completion. The revisions are designed to make the curriculum consistent with the standard of other grades.

Science

Evaluation of kindergarten to grade 12 science continued. As part of the evaluation, a field study was conducted to gather responses from teachers on proposed directions for kindergarten to grade 12 science. A Science Curriculum Advisory Committee was formed to support curriculum development processes.

Social Sciences

Social Studies

Division III course development began in 1984 upon completion of an extensive assessment by the Social Studies/Social Sciences Reference Committee. The process continued in 1986-87.

The grade 8 course entitled *The Individual In Society* was successfully piloted in 1985-86. In 1986-87 the course was finalized and readied for implementation. A curriculum guide, textbook, activity handbook and audio visual kit are now available for use. Schools have a three year period to implement the course beginning with the 1987-88 school year.

The new grade 7 course *Canada and the World Community* along with the grade 9 course *Roots of Society* were piloted in 1986-87 and will undergo further field testing in 1987-88. Work began on development of instructional materials for these courses. Drafts of the textbook and activity handbook were piloted in 1986-87, and development of an audio visual kit for grade 9 was initiated.

The first draft of a grade 6 curriculum guide was completed and provided to teachers for review and comment. Research and initial design work began on development of the grade 10 course.

Support To Curriculum Processes

Guidance

The final report of the Guidance Reference Committee was completed in January 1987. The committee was established by the Minister of Education in 1984 to review student guidance programs and recommend improvements.

The central theme of the report is that guidance programs must help students develop flexible skills and attitudes; skills that will help them adjust to the changes they will face in school, at home, in the community and in the workplace. The report puts forward recommendations in the areas of personnel requirements, support services, general philosophy, materials and handbooks to further this end.

Locally Developed Courses

When the needs of certain students cannot be adequately met through provincially developed courses, special courses may be developed at the local level. Locally developed courses require provincial approval if students are to receive credit for them. Saskatchewan Education assists individual schools by reviewing locally developed courses and either approving them or suggesting modifications to bring them in line with provincial standards.

Approval for credit was given to 144 courses at the grades 10 to 12 level in 1986-87. Eighty-one of these were grade 10 courses, thirty-six were grade 11 and twenty-seven were for grade 12.

Resource Centre

Saskatchewan Education's Resource Centre provides research and reference support to department staff, directors and superintendents of education and, through inter-library loan, the general public.

The Resource Centre also handles production and distribution of large print and braille books along with audiotapes to visually impaired students in Saskatchewan schools.

In 1986-87 [illegible] Resource Centre handled 2,527 requests for information including computer searches; processed 15,956 requests for professional materials and 743 requests for special materials; processed 1,848 inter-library loan requests; catalogued 590 professional titles and 145 special materials; and, produced 115 large print books.

Materials Evaluation and Acquisition

Saskatchewan Education evaluates textbooks, films, videotapes, computer courseware and other instructional materials to ensure their suitability for use in provincial schools. Evaluations are done by the department in conjunction with teachers, principals and school administrators who assist in field testing.

Priority areas in 1986-87 were English 10, 20 and 30, grades 7 to 9 English language arts, grades 7 to 9 health, grades 7 to 9 social studies, grades 1 to 6 language arts, grades 1 to 9 arts education and keyboarding. An evaluation of Social Studies texts for grades 1 to 3 was completed and one was initiated on literature with Indian/Metis content for grades 7 to 12.

In summary, 1986-87 activities were as follows:

- 147 textbooks were reviewed and 43 were authorized for use in Saskatchewan schools;
- 1,013 books, filmstrip kits and computer courseware kits were evaluated;
- 199 sixteen millimetre films were purchased and 97 were evaluated;
- 10 videotape series were purchased and 14 were evaluated, 4 of which were purchased the previous year;
- 138 sixteen millimetre films and one video series were purchased through the Education Development Fund.

Saskatchewan Education Instructional Materials

In addition to acquiring and evaluating instructional material, Saskatchewan Education also produces some of its own for use in provincial schools. This enables the inclusion of subject matter specific to the province and of more relevance to Saskatchewan students. Two major projects were completed during the year.

Flora and Fauna, the second sound filmstrip in the *Saskatchewan Flora and Fauna* series, was completed in April 1987 and distributed to every provincial school with a division III or IV program. The second filmstrip focusses on vertebrates.

This production won an Award of Excellence at the 1987 Association for Media and Technology in Education in Canada Media Festival.

A publication entitled *Issues in Agriculture* was produced to increase students' appreciation of agriculture's importance to the provincial economy. The publication was prepared by Saskatchewan Education in conjunction with Saskatchewan Agriculture and the Saskatchewan Institute of Agrologists.

Issues in Agriculture was distributed to all provincial high schools and can be used in a number of subject areas including social studies, economics, science, chemistry, biology, geology and agriculture.

Textbook Authorization

Textbooks are major instructional sources, and their authorization is therefore a particularly important part of course design and maintenance. During the year Saskatchewan Education authorized 43 textbooks from grades 1 to 12 for use in provincial schools.

Newly approved texts are included in the *Textbook Circular,* a publication which identifies all materials authorized to support

instruction. The circular is made available by the department to educators for use as a guide in purchasing course materials.

Program Implementation

A network of regional curriculum coordinators is in place to coordinate teacher inservice education activities for new or revised provincial curricula. The coordinators also support inservice education projects initiated by directors, superintendents and professional development committees. The services of consultants and practising teachers are used by the coordinators to further their activities.

Teachers with certain areas of expertise are seconded from boards of education for short periods of time and trained as workshop leaders. They are then available for regional and inter-regional inservice education activities.

In 1986-87 curriculum implementation workshops were undertaken in the following areas:

- **Arts Education:** regional curriculum co-ordinators organized four regional sessions at which approximately 140 teachers participated in a review of the arts education program objectives.
- **Computer Education:** inservice education activities were held to support implementation of computer application courses. A total of 225 teachers received inservice training during the 25 workshop days.
- **Core French:** the department implemented the grades 4 to 8 component of the core French program. In total 521 teachers participated in 18 regional workshops.
- **English Language Arts:** approximately 35 teachers and administrators participated in a field study concerning proposed program policies for English language arts.
- **Health:** the three-year phase-in of the division III health implementation plan entered its second year in fall 1986. Seven hundred teachers participated in inservice education sessions during 62 workshop days.
- **Indian/Metis Education:** inservice education in this area has three objectives. It is intended to promote improved understanding of Indian and Metis history and philosophy, examine course materials for bias, and assist staff in understanding the multi-cultural environment in their schools. One hundred and seventy teachers participated in 10 workshops.
- **Native Studies:** 25 teachers participated in inservice education sessions and program piloting.
- **School Libraries Project:** in the second year of the school libraries project, approximately 20 school divisions participated in workshops designed to improve the quality of resource centres in individual schools.
- **Science:** approximately 350 teachers and administrators participated in a field study concerning proposed program policies for science.
- **Social Studies:** the department initiated a pilot of the grades 7 and 9 social studies programs. The project culminated with participants sharing their evaluations at regional workshops.
- **Special Education:** assistance was provided to special education teachers at the regional level. Five regional workshops were held on various topics with 350 participants attending.

Regional Inservice Education

In addition to inservice education workshops geared to curriculum implementation, twenty regional workshops were held on a variety of other subjects. Approximately 2000 educators attended the workshops. Topics included small high schools, core curriculum awareness, goals of education, conferences for administrators and principals, school improvement awareness and special education.

School Telecasts

Over a thirty week period a series of thirty minute programs were broadcast to students during school hours through the school telecast service. This service is provided by Saskatchewan Education in cooperation with the Canadian Broadcasting Corporation (CBC) and CBC affiliates. These programs addressed topics such as current events, reasoning skills, language arts, mathematics, French, science, social studies, environmental studies and the arts.

A Fine Science, Part II, was aired on school telecasts during the 1986-87 school year. The series continued to examine the state of science and technology in Saskatchewan and addressed such topics as flood plain management, exotic grasses in the pastures of southwestern Saskatchewan, the Star Lake gold mine, and the endangered peregrine falcon. *A Fine Science* was once again co-produced by CBC Regina and Saskatchewan Education with assistance from Saskatchewan Science and Technology.

Sask-Ed-Net

Sask-Ed-Net is a network of microcomputers based at the school division level. There are now 17 nodes operating in 13 school divisions, linking 147 schools and more than 24,000 students. This provides students and the general public with access to Sask-Ed-Net's messaging and software distribution capabilities as well as a means of access to the Student Guidance Information System.

Student Guidance Information System

The Student Guidance Information System (SGIS) helps students plan their futures by providing on-line retrieval of career related information through Sask-Ed-Net. Information on over 600 career options is currently available for reference through SGIS.

The information provided is based on Saskatchewan requirements for employment in various fields and the credentials available from Saskatchewan educational institutions to meet these requirements. SGIS lists almost all post-secondary education programs offered in the province.

The SGIS database is available 24 hours a day and may be accessed through any of the Sask-Ed-Net nodes.

Student Exchanges

An Interchange on Canadian Studies for senior high school students is held annually to promote increased understanding and appreciation of Canada. Approximately 200 students meet each year to discuss contemporary issues facing young people. Saskatchewan assigned 15 delegates along with a chaperone to the 1987 meeting in Brandon, Manitoba.

The department also helped coordinate Project Canada Student Exchanges. Under this program, teachers in elementary schools can twin their classes with an Ontario class.

Community Education

Five Year Action Plan

A five year action plan was initiated by Saskatchewan Education in 1984 to address the special needs of Indian and Metis students. The plan has three main objectives: integration of Indian and Metis content into the core curriculum, development of special programs such as Native studies and Indian languages, and development of support materials for curricula.

Implementation has proceeded on an ongoing basis since 1984 under the direction of the Indian and Metis Curriculum Advisory Committee, a committee which includes representatives from all major groups with a stake in native education. Continued progress was made in a number of areas during 1986-87.

Indian and Metis content and perspectives were incorporated into the new social studies curriculum at the grades 6 to 10 levels. Inservice education sessions to support the new content were held. A member of the Indian and Metis Curriculum Development Team continued to serve as a member of the social studies project and writing teams.

Native Studies 10 was piloted during 1986-87, preparation of Native Studies 20 began, and development continued on support materials for Native Studies.

A member of the Indian and Metis Curriculum Development Team served on the language arts assessment project team and raised several issues which were addressed in the assessment document.

Inservice education sessions on phase I of the Indian and Metis awareness package were held throughout Saskatchewan after modules were revised to reflect evaluations of previous sessions. Development of phase II continued. Modules covering the following topics are under development and will be ready for field testing in the fall of 1987:

- strategies for teaching Indian and Metis students;
- cross-cultural communications;
- teaching language arts to Indian and Metis students;
- developing Indian and Metis parental participation in schools;
- teaching Indian philosophy through the arts; and,
- *Beyond Bias* for Students.

Lesson plans and materials for the "Health Action" model, division III health lifestyles, were developed and inservice education sessions delivered.

Two new publications were produced as support materials for Indian and Metis education. *Saskatchewan Indians and the Resistance of 1885* was published in conjunction with the Saskatchewan Indian Federated College. A bibliography of support materials for divisions I and II language arts was also completed. Both publications were made available to Saskatchewan schools. Work continued on northern oriented materials along with support materials for arts education and Native studies.

The Saskatchewan Indian Language Institute completed a needs assessment of Indian languages for Saskatchewan Education. An action plan is being developed, based on the report.

Indian and Metis Education Development Program

The Indian and Metis Education Development Program (IMED) provides incentive grants to school divisions for use in developing, implementing and maintaining Indian and Metis educational programming.

Evaluations of IMED programs have shown improved student retention, better attendance and graduation rates, positive community impacts, new employment opportunities for Native people, and improved cross-cultural awareness among school staffs.

Ten school divisions carried out IMED programs in 1986-87. Grants were approved for the Prince Albert Comprehensive S.D., the three Battlefords' school divisions, Ile-a-la-Cross S.D., Indian Head S.D., Prince Albert Rural S.D., Northern Lakes S.D., Saskatchewan Valley S.D., Cupar S.D., Sturgis S.D. and Kamsack S.D.

Community Schools

Saskatchewan Education supports the operation of 17 community schools in conjunction with public and separate school divisions. Seven of these schools are in Regina, 6 in Saskatoon and 4 in Prince Albert.

The objective of the community school program is to improve Indian and Metis student achievement by getting parents and other community residents more actively involved in school planning and policy making. The program also draws on community resources to enhance classroom activities.

More than 3,700 students are enrolled in community schools. Approximately 41 per cent are Indian or Metis. Attendance rates for Indian and Metis students have increased steadily since the program began.

Saskatchewan Urban Native Teacher Education Program

The Saskatchewan Urban Native Teacher Education Program (SUNTEP) leads to a Bachelor of Education degree.

The program is jointly administered by Saskatchewan Education, the University of Regina, the University of Saskatchewan and the Gabriel Dumont Institute of Native Studies and Applied Research.

In addition to academic instruction, students learn from classroom experience and access to curriculum and instructional materials at SUNTEP centres in Regina, Saskatoon and Prince Albert. Graduates are able to combine their professional expertise with intimate and practical knowledge of cultural and community values.

Ninety-eight people have graduated from SUNTEP since the program was established. More than 60% of these graduates are currently teaching. Most of the remainder are continuing university studies or working elsewhere in the education sector such as at the Gabriel Dumont Institute or community colleges.

Northern Teacher Education Program

The Northern Teacher Education Program (NORTEP) is a four year, off-campus program for northern residents which leads to a Bachelor of Education degree.

NORTEP is run by a legally incorporated Council with assistance from the University of Saskatchewan and the University of Regina. Saskatchewan Education funds the program.

NORTEP has gained wide recognition as one of the most successful working models for Indian and Metis teacher education. Approximately 90 northern residents enrol each year.

Since its establishment the program has produced 98 graduates. Approximately 75% of these graduates are now teaching, most of them in the north. The majority of graduates not teaching are pursuing further studies or working in other education-related fields.

Saskatoon Native Survival School

The Saskatoon Native Survival School (SNSS) is designed to serve Indian and Metis students who have dropped out of, or are having difficulty in the regular school system. SNSS offers standard academic programs but with increased emphasis on Indian and Metis heritage, culture and values.

The school is jointly operated by the Saskatoon Roman Catholic Separate School Board and a council made up of parents of SNSS students. Saskatchewan Education funds the operation of the school and also provides consultative services as required.

A total of 105 students were enrolled at SNSS in 1986-87. The average monthly attendance rate for school students has increased steadily since its inception in 1980. Statistics also show a marked improvement in overall student age-grade discrepancy.

Sixty students have now reached the grades 9, 10, 11 and 12 ability levels, all of whom entered SNSS well below their age/grade range. In June 1987 the school had its first grade 12 graduates, a class of four. A further five students have completed grade 12 elsewhere, and six former SNSS students have gone on to university. In all probability none of these students would have continued their education had it not been for SNSS.

Official Minority Language Office

Program Overview

The Official Minority Language Office (OMLO) oversees the delivery of designated and Core French programs to Saskatchewan students.

Two types of designated programs are offered. In the Type A program French is the language of instruction for all courses except English. This program is best suited to the educational needs of Francophones. In 1986-87 the number of Saskatchewan schools offering Type A programs remained unchanged at 11. Student enrolment rose to 926, a 5.5% increase from 1985-86.

In the Type B immersion/bilingual program more than half the total instruction is in French. Forty-six schools offered this program in 1986-87. Student enrolment increased to 7,858, a 24.1% rise from 1985-86.

Schools offering Core French programs use French as the language of instruction for approximately 30 minutes per day. A total of 72,238 students received this type of instruction in 1986-87, a 19.7% increase from the previous year.

Consultative Services

OMLO assisted teachers, principals, superintendents and directors of education by providing ongoing consultative services in the areas of program implementation and maintenance. OMLO also coordinated educational services for the francophone community.

Ongoing liaison was maintained with all organizations involved in French education. These included the Saskatchewan Association of Teachers of French, l'Association culturelle franco-canadienne de la Saskatchewan, La Commission des ecoles fransaskoises, the two universities, l'Association canadienne d'education de langue francaise, the Canadian Association of Immersion Teachers, the Canadian Association of Second Language Teachers and the Canadian Parents for French.

Curriculum and Instructional Resources Development

Ten instructional resource packages for designated French schools and Core French programs were developed in 1986-87 along with five new curriculum guides.

The following curriculum guides were completed:

- French language arts for grade 12;
- Core French curriculum for kindergarten to grade 3;
- Revised grade 8 social studies curriculum;
- Translation/adaptation of division IV computer science; and,
- Translation/adaptation of division III health.

Instructional resource packages developed were:

- Grade 3 materials for teaching spelling in French language arts;
- French language arts kit for grade 12;
- Resource book for kindergarten to grade 3 core French;
- Translation/adaptation of student text for grade 8 social studies *You and Your World;*
- Teaching materials for grades 3 and 5 social studies;
- Teaching materials for algebra 20 and 30, and for geometry-trigonometry 10, 20, and 30;
- Teaching materials and teachers guide for grades 7 and 8 science; and,
- teaching materials for grade 1 music.

Annotated bibliographies for the new grades 7 and 9 social studies were prepared and distributed to all designated French schools. A bibliography of resource materials recommended for designated French schools was updated and distributed to all schools. A catalogue of approved materials available through the Educational Resources Distribution Branch of Saskatchewan Education was also updated and made available to all school boards and personnel.

French Minority Education Services

OMLO provides policy, curriculum and consultative services to Fransaskois and Anglophone communities.

In 1986-87 these services included reviewing regulations governing designated schools to ensure they followed the intent of the Canadian Charter of Rights and Freedoms. Ongoing liaison was maintained with Fransaskois organizations such as College Mathieu, Association culturelle franco-canadienne, Commission des ecoles fransaskoises, Association jeunesse fransaskoise, and Eau Vive.

Priority areas for further development of curriculum and instructional resources were established.

Textbook evaluations for grades 7, 8 and 9 French programs continued, as did the development of instructional materials in the grades 7 to 12 Designated French subject areas to meet the needs of Fransaskois and French immersion students.

Consultative services were provided to Saskatchewan's 14 Fransaskois schools.

Research and secretarial services were provided to the Minister's Official Minority Language Advisory Committee, a public body that provides advice on French language education.

Federal-Provincial Programs

The 1986-87 federal-provincial bilateral agreement brought Saskatchewan a total of $4,528,156. These funds are provided to assist the province in dealing with the additional costs incurred in delivering minority and second language instruction.

Federal financial support was provided under four categories in 1986-87.

Infrastructure Support

A total of $1,931,896 was provided to assist the delivery of ongoing programs and services. This was included in the $4.6 million provided by Saskatchewan Education to school boards for student formula maintenance and implementation grants.

Program Expansion and Development

A total of $1,667,215 was provided to expand existing programs as well as design, develop and implement new ones. Major activities in this area included curriculum development, upgrading instructional resource centres in designated schools, resource material development by local school boards, and the preparation of adult non-credit French language programs.

Teacher Training and Development

Federal support came to $520,500 in 1986-87. The French Language Teacher Bursary Program helped 213 teachers attend courses or workshops on French language education and teaching French as a second language.

Professional development activities for teachers included sessions on improving linguistic ability, curriculum implementation and evaluation, methodology, and teaching strategies. The Official Minority Language Office co-operated with the two Saskatchewan universities and provincial school boards to provide these services.

Student Support

OMLO administers a variety of programs to help post-secondary students pursue their studies in either of Canada's official languages. Federal financial support for these programs came to $408,545 in 1986-87.

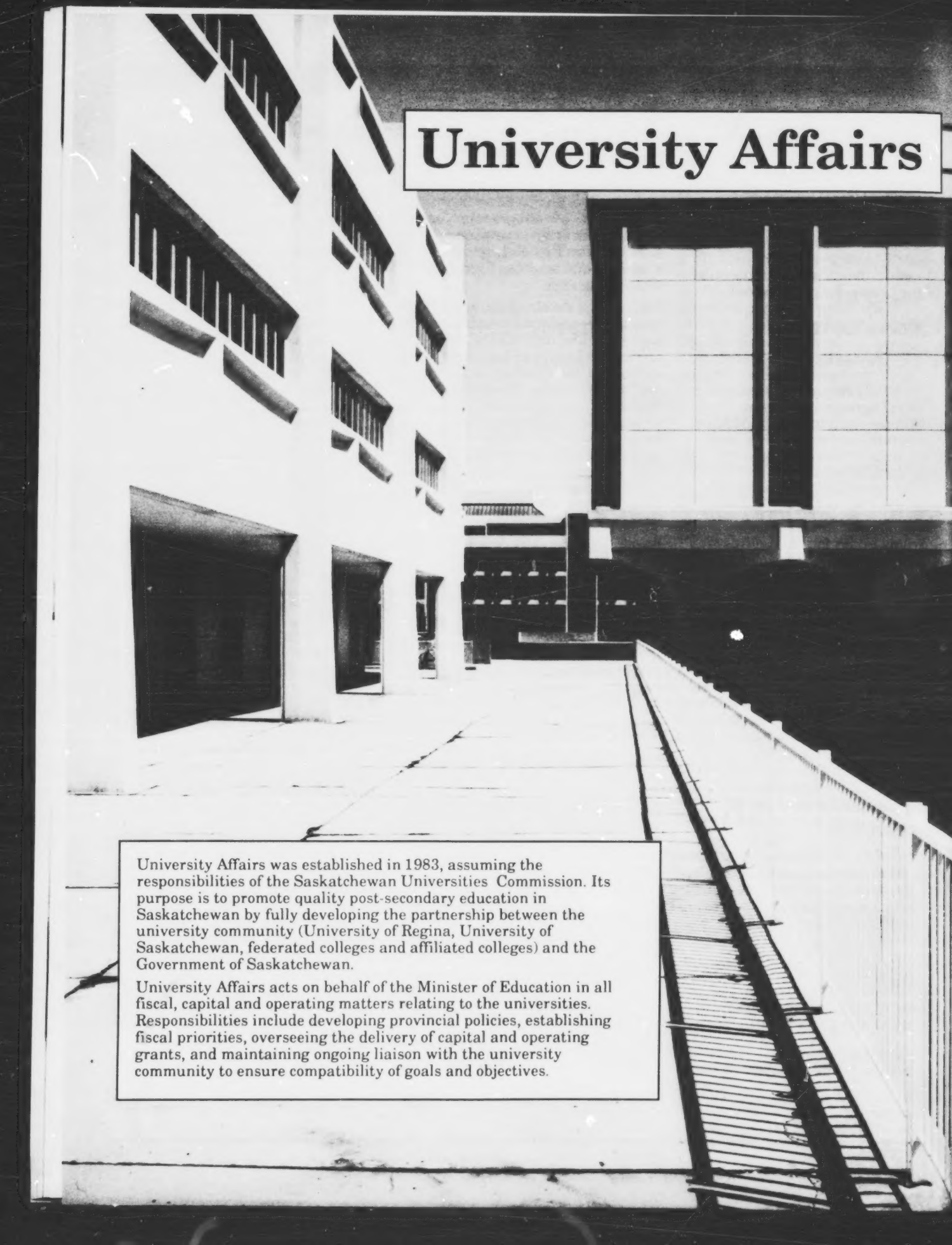
The programs offered along with the number of students participating were as follows:

- Monitor program for francophones — 6*;
- Second language monitor program — 38*;
- Full-time monitor program — 16*;
- Summer language bursary program — 240*;
- Fellowship program — 257; and,
- Travel bursary program — 2.

*These programs are funded by the Secretary of State through the Council of Ministers of Education, Canada.

In the 1987 school year, 60 Saskatchewan students participated in a Saskatchewan-Quebec student exchange, administered jointly by the Official Minority Language Office and the Society for Educational Visits and Exchanges in Canada. An additional 133 students participated in a cultural contact program to the Province of Quebec.

University Affairs



University Affairs was established in 1983, assuming the responsibilities of the Saskatchewan Universities Commission. Its purpose is to promote quality post-secondary education in Saskatchewan by fully developing the partnership between the university community (University of Regina, University of Saskatchewan, federated colleges and affiliated colleges) and the Government of Saskatchewan.

University Affairs acts on behalf of the Minister of Education in all fiscal, capital and operating matters relating to the universities. Responsibilities include developing provincial policies, establishing fiscal priorities, overseeing the delivery of capital and operating grants, and maintaining ongoing liaison with the university community to ensure compatibility of goals and objectives.

Enrolment

There were 22,748 full-time equivalent students enrolled at Saskatchewan's universities in 1986-87, a 3.4% increase from the previous year and a 37.5% increase from as recently as 1980-81. The full-time equivalent figure includes off-campus, part-time and summer/ intersession students.

Funding

Operating grants to universities totalled $143,560,000 in 1986-87. A further $28,400,000 in capital grants was provided, bringing total funding to $171,960,000. This represents a 47.7% increase from 1981-82.

University Renewal and Development Fund

The University Renewal and Development Fund (URDF) was established in 1985 in conjunction with the Education Endowment Fund. The purpose of URDF is to provide a stable, long-term source of funding for university expansion, upgrading and program development.

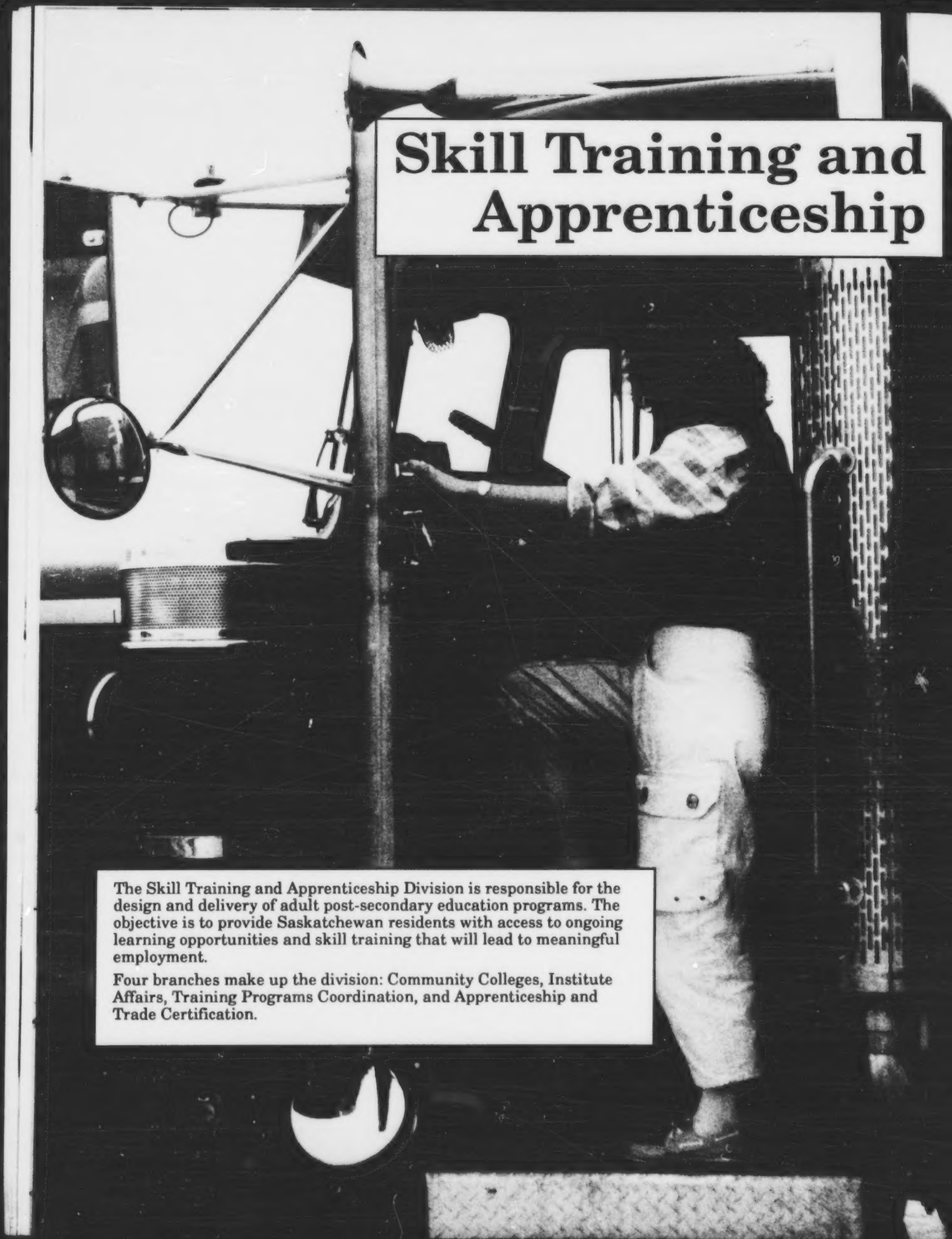
Establishment of URDF represents a firm commitment on the part of the Government of Saskatchewan to the university community that will enable the long range planning and development necessary to keep pace in an era of rapid change. Through URDF the university community will be able to meet the growing demand for post-secondary education and also adapt to the changing nature of that demand.

1986-87 URDF Projects

Approval was given to the following projects during the reporting year:

- Library Acquisitions, University of Regina: $4.45 million. Projected completion in 1989-90.
- Utility Tunnels (Phase I), University of Regina: $2.5 million. Projected completion in 1989-90.
- Waste Management Facility, University of Saskatchewan: $.85 million share of $1.7 million total cost. Projected completion in 1988-89.
- Pharmacy Addition, University of Saskatchewan: $.43 million share of $.80 million total cost. Projected completion in 1988-89.
- High Technology Equipment, University of Saskatchewan: $.30 million. Projected completion in 1987-88.
- Operating Grants, Both Universities: $6.6 million.

Skill Training and Apprenticeship



The Skill Training and Apprenticeship Division is responsible for the design and delivery of adult post-secondary education programs. The objective is to provide Saskatchewan residents with access to ongoing learning opportunities and skill training that will lead to meaningful employment.

Four branches make up the division: Community Colleges, Institute Affairs, Training Programs Coordination, and Apprenticeship and Trade Certification.

Community Colleges

Role of the Colleges

Saskatchewan's community colleges provide access to post-secondary education opportunities, skill development, and career counselling for adults. The colleges offer programs and services in adult basic education, post-secondary education, personal enrichment, and individual and community development.

Community college development began in 1973. There are now 16 regionally-based community colleges in place delivering programs and services to adults in all parts of the province. Fifteen of these colleges receive supporting grants from Saskatchewan Education. Under joint agreements between the federal and provincial governments, Saskatchewan Indian Community College and Lakeland College are funded by other agencies to provide programs and services in their respective jurisdictional regions.

The commitment to decentralization is reflected in the operation of the colleges. Local community college boards determine policy, set priorities and administer college affairs, relying heavily on volunteers at the community level. More than 600 volunteer committees identify local program needs and assume other responsibilities as approved by their respective college boards. In addition, individual colleges make every effort to utilize existing community facilities and resources in their respective regions.

Community Colleges Branch

The Community Colleges Branch is responsible for the administration and continuing development of Saskatchewan's community college network. The branch assists community colleges throughout the province in areas such as program policy and planning, personnel management, development of curricula and curricula materials, and professional development.

Major programs administered by the branch include the Adult Basic Education (ABE) Program, the English as a Second Language (ESL)/Citizenship programs, and the General Educational Development (GED) Testing Service.

The structure of the branch reflects the decentralized nature of the community college system. A departmental field coordinator is responsible for each college region which receives a supporting grant from the department. Field coordinators maintain ongoing liaison and provide other support services to the colleges.

During the year, department officials met with representatives of the Saskatchewan Community Colleges Trustees' Association (SCCTA) to review and implement recommendations in the SCCTA report *"A Better Tomorrow."* The report resulted from the SCCTA's review of the college system in 1985-86.

The Minister's Advisory Committee on Community College Financing completed its report and recommendations in April 1987. The Committee was appointed in November 1986.

The branch, working with the provincial comptroller's office and college secretary-treasurers, developed and implemented a new *"Accounting and Reporting Manual"*. It will improve consistency and comparability of college financial statements.

A joint project with the Saskatchewan Alcohol and Drug Abuse Commission enabled Regina Plains Community College to develop a drug awareness program for parents.

The *1985-86 Report on the Non-Status Indian and Metis Program* was published in November 1986. The report documented a ten percent improvement in student attendance and retention rates.

The branch provides ongoing liaison between Centre Fransaskois d'Education Permanente (CFEP) and Saskatchewan's community colleges to promote and coordinate French language educational programs. During the year the Branch assisted CFEP and the colleges in establishing a step-by-step procedure for the delivery of French language programs.

The branch maintains a library of educational computing software through a membership arrangement with Minnesota Educational Computer Consortium (MECC). These materials are provided to community colleges for a nominal cost.

In August 1986 the branch was reorganized so that it could commit more resources to Adult Basic Education development. This is in keeping with the recommendations of a curriculum review committee.

Adult Basic Education

Each year the department provides community colleges with funding to deliver Adult Basic Education (ABE) courses throughout the province. Adult Basic Education includes four main areas: Literacy, English as a Second Language, Personal Development and Academic Studies from grades 1 through 12. Certification is provided by the department for the Adult 10, 11 and 12 levels based on a standardized provincial curricula.

Curriculum development produced revised adult science 5-10 and adult math 5-12 curricula. A consumer education component for social studies was produced with the assistance of the Department of Consumer and Commercial Affairs.

In October 1986 the branch appointed an Advisory Committee on Adult Special Education to advise on Adult Basic Education for disabled adults. A research project was initiated to identify resource and development needs in the ABE system as well as the qualifications of instructors.

English As A Second Language

The Community Colleges Branch is responsible for administration of the English as a Second Language and Citizenship Development Program. This program provides funding to colleges for 50% of instructor wages and 100% of core text costs under the Federal Secretary of State Language/Citizenship (1954) and Textbook (1963) agreements.

The program offers part-time instruction in English as a Second Language and citizenship development for new Canadians. This facilitates their adjustment to the community and helps them qualify for Canadian citizenship. In 1986-87, 1000 students (53% female, 47% male) attended 91 classes in eight college regions for a total of 31,106 participants hours.

General Educational Development (GED) Testing Services

The GED Testing Program enables adults to receive a high school equivalency certificate by successfully completing five general ability tests: reading skills, writing skills, mathematics, social studies, and science. This program recognizes that many adults who have not completed a formal high school education may have acquired, through years of experience, an educational maturity equal to or above the level of a high school graduate.

Of the 2,811 Saskatchewan people who wrote the general ability tests during 1986-87, 2,322 achieved grade 10, 11 or 12 equivalency standing.

GED credentials are recognized by eight provinces and all the United States of America and its territories.

In spring 1987 a special study was conducted in selected high schools throughout Canada and the United States to determine appropriate standards for awarding high school equivalency credentials based on the GED tests. In Saskatchewan almost 800 students wrote the standardization test.

Future of The Colleges

In the coming year the community college network will be restructured to better serve Saskatchewan learners, in keeping with the blueprint provided by *Preparing For The Year 2000: Adult Education In Saskatchewan.*

The Regina Plains Community College, Saskatoon Region Community College, Coteau Range Community College and Prince Albert Regional Community College will become part of the new Saskatchewan Institute of Applied Science and Technology.

The rural and northern community colleges will become regional colleges offering university and institute courses, adult basic education, career services and literacy training on a decentralized basis. Hobby and leisure courses can more appropriately be delivered by local groups and will not be part of the regional colleges' mandate.

The new regional college network will be as follows:

Former Community College	New Regional College
Mistikwa	North West
Carlton Trail	Carlton Trail
South East	South East
Parkland	Parkland
Cumberland	Cumberland
Prairie West	Prairie West
Cypress Hills	Cypress Hills
Saskatchewan Indian	Saskatchewan Indian
La Ronge, Westside, North East	Northlands Career College

Although Northlands Career College has the same mandate as the other regional colleges its training will be more closely geared to northern industry, local enterprises and traditional occupations. It will retain campuses in existing locations, but will have a single management team reporting to a single, ten person board.

Institute Affairs

The Institute Affairs Branch coordinates the operation of the technical institutes as well as the Meadow Lake Vocational Centre in their role of providing technical/ vocational training to Saskatchewan residents.

There are four technical institutes in Saskatchewan:

- Kelsey Institute of Applied Arts and Sciences in Saskatoon;
- Wascana Institute of Applied Arts and Sciences in Regina;
- Saskatchewan Technical Institute in Moose Jaw; and,
- Northern Institute of Technology in Prince Albert.

The institutes deliver a variety of programs in the areas of trades, technologies, service occupations, agriculture, health sciences and business education. Programs are developed in response to identified provincial manpower requirements and occupational trends.

Kelsey Institute

In 1986-87 overall registration at Kelsey Institute was 10,710. Enrolments increased in the Industrial Division along with Personnel and Community Service Division.

There was a decline in community college contract enrolment. This decline is a partial reflection of a continuing downward trend in general interest courses in favor of job-skills related courses.

Training of candidates referred by the Department of Social Services continued in the Agricultural Machinery Technician, Office Education, and Cabinet Making programs. Students enrolled in the Saskatchewan Skills Extension Program increased from 1,329 in 1985-86 to 1,551 in 1986-87.

A unique Day Release training program for Cooking students was initiated. Trainees in this program are released for one day a week by their employers in order to receive qualifying apprenticeship training on-campus at Kelsey.

Wascana Institute

In 1986-87 total enrolment at the Wascana Institute of Applied Arts and Sciences was 9,975, up from 8,689 in 1985-86.

Off-campus extension courses increased significantly during the year. This is attributable to a combination of factors: the increasing popularity of short courses related to small business management, an increase in the number of agricultural courses provided on a cost-recovery basis, and an expansion of the range and number of courses for business and industry.

One hundred nurses at five Saskatchewan locations participated in Wascana's computer assisted Nursing Refresher program, the second successful year of operation for this distance education program. Final evaluation of the Advanced Emergency Medical Assistant (AEMA) program was completed. The evaluation confirmed the utility of this training for ambulance attendants and validated the effectiveness of the curriculum in meeting the needs of the industry.

The Agriculture Division expanded to meet an identified training need in the wild rice industry. At the same time it maintained a high level of programming through community colleges in all regions of the province.

Wascana Institute continued to work toward the development of a comprehensive affirmative action program. The target date for finalization of the plan is January, 1989. The first stage focusses on the recruitment of Native people, with 10% of training capacity in competency-based education programs allocated for this target group. This objective has already been surpassed. As of April 1987, Native students comprised more than 10% of the 1,640 students in all on-campus Wascana programs. An upward trend is anticipated for this group in the future.

Saskatchewan Technical Institute

Total enrolment at the Saskatchewan Technical Institute (STI) was 4,295 in 1986-87, up from 3,667 the previous year.

Co-operative Education added two new programs: Electrical Engineering Technology and Computer Engineering Technology. This raises the total number of Co-operative Education programs to eleven.

The federally sponsored 76 week program in Automation Robotics, Data Processing and Computer Aided Drafting was continued.

STI increased their delivery of diploma and certificate programs to native students through Saskatchewan Indian Community College (SICC) and Gabriel Dumont, delivering the programs directly on reserves. The Extension Division continued to grow, exhibiting a 65% increase in registration and a 45% increase in the number of courses offered. Post-journeyman updating and private sector training contracts account for the significant increase in Extension Division programs.

Northern Institute of Technology

The new Northern Institute of Technology (NIT) was officially opened on September 11, 1986. This 165,000 square foot facility can accommodate up to 1,000 students and will offer programming in 35 areas of study.

The first students enrolled on

September 26, 1986 and by March 23, 1987 enrolments had increased to 495 in 25 programs.

Meadow Lake Regional Vocational Centre was transferred from Kelsey Institute to NIT, becoming a campus of the institute. Meadow Lake programming will expand to include Early Childhood Development, Chemical Dependency and an increase in the number of options taught in secretarial studies.

The distance delivery capability of NIT's competency-based learning module was successfully tested at Buffalo Narrows. NIT will expand distance delivery to include La Ronge, Nipawin, Creighton and Battleford.

During its first full year of operation, NIT served 1,096 learners on and off campus and graduated 383 in their chosen programs.

Future Of The Institutes

Preparing For The Year 2000: Adult Education In Saskatchewan defines a new approach to skill training that will be implemented during the coming year.

A new Saskatchewan Institute of Applied Science and Technology (SIAST) will be established by combining the four technical institutes, the four urban community colleges, the Advanced Technology Training Centre in Saskatoon and the Meadow Lake Vocational Centre into one educational entity. SIAST will provide Saskatchewan residents with state of the art skill training in a wide variety of technical and vocational fields.

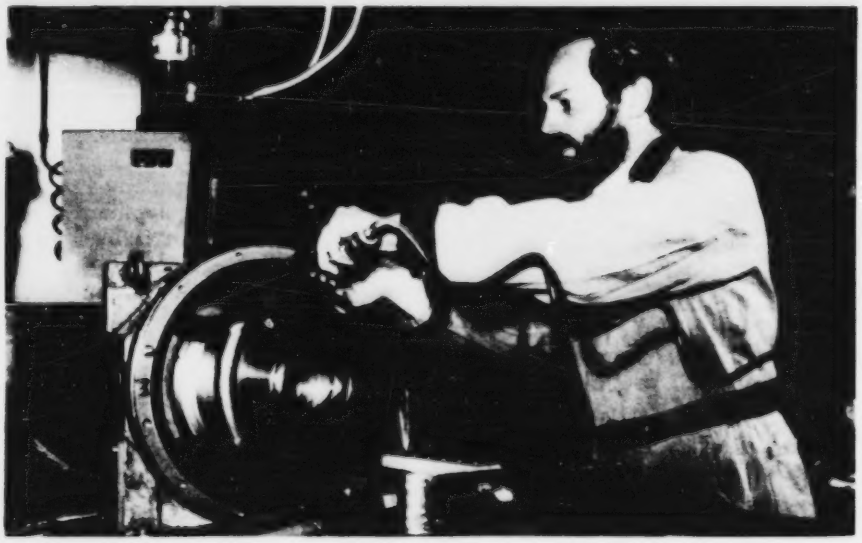
SIAST will consist of four campuses:

- Wascana Campus in Regina;
- Kelsey Campus in Saskatoon;
- Palliser Campus in Moose Jaw; and,
- Woodland Campus in Prince Albert.

Wascana Campus will encompass the Wascana Institute of Applied Arts and Sciences along with the Regina Plains Community College. Kelsey Campus will consist of the Kelsey Institute, Saskatoon Region Community College, and the Advanced Technology Training Centre. Palliser Campus will take in the Saskatchewan Technical Institute and the Coteau Range Community College. Woodland Campus will be made up of the Northern Institute of Technology, Prince Albert Regional Community College and the Meadow Lake Vocational Centre.

SIAST will employ proven private sector techniques in managing its affairs. The institute will be expected to cover a portion of its operating costs from private sector training contracts. It will be required to operate annually on a break-even basis, and invest a percentage of annual income in new technology, applied research and development. The annual budget of the new institute will be approximately 60 million dollars.

SIAST will operate independently from government, reporting to an autonomous board of directors that will be established in 1987-88. A sixteen member Interim Governing Council will be established to guide the institute through the initial



Apprenticeship and Trade Certification

The Apprenticeship and Trade Certification Branch is responsible for ensuring that Saskatchewan's apprentices and tradesmen are equipped with the necessary skills and knowledge to function effectively in the workplace. The major functions of the branch are to:

- develop, administer and promote the apprenticeship and trade certification program;
- participate in the development and implementation of the Interprovincial Standards "Red Seal" Program;
- develop and administer the provincial tradesman upgrading and journeyman updating program; and
- fulfill the province's responsibilities relating to the industrial training programs funded under the Canadian Jobs Strategy.

Apprenticeship and Trade Certification Act

A new Apprenticeship and Trade Certification Act and Regulations came into effect on September 2, 1986; the product of a three year review of the existing legislation. The new act replaces the original legislation passed in 1953, bringing it up to date with current requirements for quality skill training.

Major changes have been made in the areas of eligibility for journeyman trade examinations, appeals and updating courses.

Eligibility requirements for the journeyman trade examination for apprentices remain essentially unchanged. For tradesmen, however, eligibility is now determined by the "1.5 times rule". This rule requires that a tradesman work in the trade not less than 1.5 times the prescribed term of apprenticeship before being eligible to write the journeyman trade examination.

When an apprentice or tradesman fails the journeyman trade examination on the first attempt, there is a three month waiting period before a second attempt is permitted. An upgrading course must be successfully completed before further attempts may be made. A tradesman or apprentice is allowed to write the journeyman examination a maximum of four times.

The new regulations also provide an appeal mechanism for Saskatchewan workers. A decision, recommendation or report can be appealed first to the Director of Apprenticeship and Trade Certification. A further appeal can then be made to the Provincial Apprenticeship Board. A decision to cancel a certificate or permit may be appealed to the Court of Queen's Bench.

To accommodate new technologies, the regulations now allow updating courses to be established for those who already hold a Journeyman Certificate of Qualification. These courses enable journeymen to bring their knowledge and skills up to current standards, and also provide instruction in new technological development.

To promote awareness of the new legislation information pamphlets were made available, new application forms, certificates and routines were developed, and thousands of people in industry were informed by branch staff.

Provincial Apprenticeship Board

The Provincial Apprenticeship Board assists the branch in the overall development of the apprenticeship and trade certification program.

In 1986-87 industry made presentations to the Provincial Apprenticeship Board recommending the designation of the truck and transport mechanic trade. The Cabinet approved the designation of this trade November 19, 1986.

Curriculum and Examination Development

In conjunction with industry, work continued on the development of provincial occupational analyses, apprenticeship program outlines, upgrading courses for tradesmen and updating courses for journeymen. Examinations were revised in many of the designated trades. Curriculum and examination development was completed in the newly designated trades of industrial instrument maintenance mechanic, agricultural machinery technician, cement finisher, drywall and acoustical mechanic, insulator and truck and transport mechanic.

Curriculum and examination development was undertaken for 26 trades. The technical institutes along with the curriculum and examination development boards for the various trades provided input to this process.

Four interprovincial journeyman examinations and five federal occupational analyses were reviewed and validated by the branch.

Special Courses

Day Release Cook Apprenticeship Program

A pilot program in apprenticeship training for cooks was introduced at the Kelsey Institute of Applied Arts and Sciences in 1986-87. Apprentice cooks from Saskatoon and

surrounding area attended Kelsey one day a week for 40 weeks.

The day release program was enthusiastically received by both the trainees and their employers. This approach is being considered by other provinces interested in diversifying their training methods.

Journeyman Updating and Tradesmen Upgrading

Industry has periodically requested that opportunities be made available for tradesmen and journeymen to upgrade and update their knowledge and skills.

In 1986-87 funds for updating were obtained from the federal government enabling a number of courses to be offered throughout the province. Approximately 500 journeymen and tradesmen attended these courses in La Ronge, Hudson Bay, Prince Albert, Saskatoon, North Battleford, Yorkton, Melville, Regina, Estevan and Swift Current.

The Apprenticeship and Trade Certification Branch, the Buy Saskatchewan Agency and Kilborn Fluor cooperated to ensure training was available for Saskatchewan workers seeking employment at the Co-op Upgrader. During the year, upgrading and updating courses assisted 435 Saskatchewan residents obtain and/or maintain employment at this major project.

Public Hearings

Public hearings were held for the refrigeration and air conditioning mechanic trade in 1985-86. The investigative committee's report on these hearings was completed in 1986-87.

All recommendations in the report were accepted by the Minister. Major recommendations include: (1) that the name of the trade be changed to the refrigeration mechanic trade; (2) that the trade be defined as: "The installation, maintenance, service or repair of primary or secondary refrigeration systems, cooling systems, or their components."; (3) that the trade be designated as a compulsory apprenticeship trade; (4) that every place of business carrying out the work of the trade be required to have a journeyman or special permit holder on staff; and (5) that the occupation of major appliance repair be designated as a trade.

Skill Shortages Program and Skill Investment Program

The Skill Shortages Program and Skill Investment Program are designed to provide workers with a variety of skill training that will meet the specific needs of industry. Under these programs the federal and provincial governments provide financial assistance for training-on-the-job in numerous occupations.

The programs are jointly administered by the Canada Employment and Immigration Commission and the Apprenticeship and Trade Certification Branch. Employers enter into contract with the commission to provide industry-based training. The branch then develops, approves and monitors delivery of the training.

These programs assist local employers in meeting their manpower needs, and increase the job skills and employability of trainees.

Canada Saskatchewan Apprenticeship Study

During the year the Canada Employment and Immigration Commission (CEIC) indicated it was considering changes to the way it funded apprenticeship training. CEIC agreed that before any changes were made an apprenticeship study involving both levels of government and industry would be conducted.

CEIC has initiated similar apprenticeship training program reviews with all provinces except Quebec. The commission is concerned about the cost of the program and the lack of participation by affirmative action target groups.

Saskatchewan's study was initiated in spring 1987. The study is being managed by a steering committee of federal and provincial officials along with four industry representatives. Public input has been obtained through questionnaires sent to apprentices, employers, unions, industry associations, all members of the trade advisory boards and the Provincial Apprenticeship Board. In addition, briefs were requested from organizations representing target groups.

The federal and provincial governments plan to combine the findings of the various provincial reports into a summary document by September 1987. Further negotiations are then planned to establish new agreements for implementation in 1988-89.

Training Programs Coordination

The objective of the Training Programs Coordination Branch is to maximize employment opportunities for Saskatchewan workers, meet labour market needs and improve access to the workforce by planning, coordinating and managing provincial training activity.

The branch administers the training-related costs under the Vocational Rehabilitation of Disabled Persons (VRDP) Agreement, the Non-Status Indian and Metis (NSIM) program, the Saskatchewan Skills Development Program (SSDP), the Saskatchewan Skills Extension Program (SSEP) and the Private Vocational Schools. The branch also represents the institutes, vocational centres and community colleges in the purchase of training places by the Canada Employment and Immigration Commission in accordance with the National Training Agreement.

Vocational Rehabilitation of Disabled Persons

Under the terms of the Vocational Rehabilitation of Disabled Persons (VRDP) Agreement, rehabilitative vocational training is offered to mentally and/or physically disabled persons who are vocationally handicapped. Costs are equally shared with the federal government through Health and Welfare Canada.

Saskatchewan Education administers the training related costs for trainees approved by the VRDP Training and Selection Committee. This training is one of many rehabilitative services jointly provided with other government departments.

A total 654 persons received training under the VRDP program in 1986-87.

Non-Status Indian and Metis Program

The Non-Status Indian and Metis Program (NSIM) provides a range of training opportunities for Non-Status Indians and Metis. This includes academic upgrading, pre-trades instruction, job readiness preparation, life skills and occupational orientation.

Under the program funds are provided to each regional community college for direct course, administrative and program support costs. Individual students receive training allowances based on their actual attendance in class.

The NSIM program also covers the costs of full-time and part-time credit programs that are less than twelve weeks in duration and ineligible for Special Incentives Bursary funding through the Saskatchewan Student Assistance Programs.

The NSIM program budget was $4,422,920 for the 1986-87 fiscal year.

Saskatchewan Skills Development Program

The Saskatchewan Skills Development Program (SSDP) began in 1984 as part of the government's welfare reform initiative. The purpose of SSDP is to provide academic and skill training opportunities for social assistance recipients classified as employable. A total of 9,850 people have enrolled in the program since 1984.

SSDP is jointly sponsored by Saskatchewan Education, Saskatchewan Social Services and Saskatchewan Human Resources, Labour and Employment.

Under the program community colleges provide academic upgrading and community-based skill training. Institute-related training is delivered on-campus by the technical institutes, and in rural communities through the Saskatchewan Skills Extension Program.

Many SSDP students have gained valuable training and employment through the work experience component of the program. For others, the completion of Grade 12 through upgrading, General Educational Development or academic examinations has led to further education at a university or technical institute.

The program has attracted the interest of other provinces and been very well received throughout Saskatchewan.

Saskatchewan Skills Extension Program

The Saskatchewan Skills Extension Program (SSEP) was established to improve access to technical institute training programs.

Local community colleges and other agencies identify training needs based on present and future employment opportunities in Saskatchewan. A training agreement is then jointly developed by the community college and a technical institute to enable a suitable training program to be delivered through the college. The technical institute determines program standards, monitors program quality and provides certification to graduates. SSEP funds and coordinates the various programs.

SSEP makes skill training programs much more accessible for people in rural and small urban centres. A total of 194 programs were delivered through SSEP in 1986-87; 170 (105,449 training days) in southern Saskatchewan and 24 (23,300

training days) in the north. Only 32 of these were in centres where an institute is located.

SSEP also reduces dependence on federal funding for off-campus training, enabling provincial training priorities to be advanced independently from those of the federal government when the two do not coincide. In addition, SSEP improves access in financial terms. SSEP funding enables community colleges to apply the same fee schedules as the technical institutes. This allows more students to be trained in or near their home communities, avoiding the costs of a move to a major urban centre.

SSEP emphasizes pre-employment rather than apprenticeship training. Training is geared to current and future employment opportunities, either within a college region or elsewhere within the province.

Canadian Jobs Strategy Program

This program is jointly administered by Canada Employment and Immigration Commission (CEIC) and Saskatchewan Education under a Federal-Provincial Training Agreement.

Under the program CEIC helps Saskatchewan residents to pursue areas of training covered by the Canadian Jobs Strategy. The majority of training is conducted by SIAST, the regional colleges and the private sector.

Areas of training covered by the Federal-Provincial Training Agreement include:

- industry based training;
- adult basic education;
- pre-employment and skill courses;
- apprenticeship; and,
- language training.

Registered Private Vocational Schools

The Training Programs Coordination Branch is responsible for registering private vocational schools in Saskatchewan under *The Private Vocational Schools Regulation Act.*

Twenty-eight schools were registered under the Act during the 1986 calendar year. These schools offered courses in bartending, beauty culture, business support occupations, electrolysis, estheticianal arts, auctioneering, income tax preparation, radio broadcasting, life skills and driver improvement training.

Private vocational school enrolment was 3,543 in 1986, up from 3,172 in 1985.

Planning and Information Services

The division is responsible for developing kindergarten to grade 12 (K-12) and post-secondary policy, evaluating K-12 and post-secondary educational programs and developing and managing departmental information systems.

Three branches make up the division: Policy and Planning, Evaluation and Student Services and Information Resources Management Services.

Policy and Planning

Policy and Planning Branch assists the department in setting goals and priorities, developing policies and programs, and evaluating performance. The branch meets these needs by:

- leading and coordinating corporate planning processes;
- initiating and leading reviews of strategic policy issues;
- providing services to analyze and evaluate programs; and,
- monitoring the effectiveness of programs and major trends affecting education.

Policy Development

During 1986-87 the branch participated in the planning and organization of the *Leadership 2000* process. This strategic planning process brought together representatives from all sectors of the post-secondary system and the K-12 system to discuss major challenges facing adult educators in Saskatchewan. As follow-up to the process, the branch identified policy issues requiring further research and initiated background discussion papers.

In early 1987, the Minister of Education held a series of meetings to discuss future directions for adult education with members of the public and representatives from business, labour and various community groups. The branch provided support to this process through analysis of the proceedings and of the numerous written submissions from individuals and organizations.

As part of the *Directions* process, the public was consulted on proposed changes to the kindergarten to grade 12 curriculum. Following the public consultation phase the branch prepared a broad provincial policy framework for developing a K-12 core curriculum. *Policy Directions for a Core Curriculum* was released in March 1987.

Research and evaluation services were provided for two program reviews: a tripartite study of the provincial apprenticeship training system done in conjunction with industry and the federal government, and an interdepartmental study of adult basic education. Input was also provided to the review of Technical-Vocational Education/ Comprehensive High Schools which was completed during the year.

Labour Market Information Coordination

An annual survey of graduates from technical institute programs was undertaken to evaluate program effectiveness. The survey provides information on the employment success of graduates and students' evaluations of programs.

A new planning process was developed in conjunction with the Training Programs Coordination Branch for sponsored programs delivered by community colleges. An overview of provincial trends in population, employment and the labour market was prepared to assist colleges in identifying program needs and priorities. During the course of the year, the branch responded to several additional requests for labour market information and analysis of the implications for adult education and training.

Student Development and Career Resources

Development of *Crossroads* — an automated career information system for use in student counselling — was completed in 1986-87. *Crossroads* provides an extensive database on public and private post-secondary education programs in Saskatchewan.

The Stay In School awareness program was continued in 1986-87. This program encourages young people to complete their education. Rueben Mayes, a native of North Battleford who now stars in the National Football League, served as the advocate for the media portion of the program. Radio and television advertisements along with brochures for students, teachers and parents were also used to promote the Stay In School message.

Saskatchewan School Improvement Program

The Saskatchewan School Improvement Program (SSIP) was established in 1986. Its purpose is to explore means of improving school effectiveness by fostering a more personalized atmosphere, and to involve more people in educational planning and problem solving at the local level. SSIP pilot projects were undertaken at fourteen schools in 1986-87 and are now being evaluated.

Jilin Art Exchange

A student art exchange with the Chinese province of Jilin continued in 1986-87. Approximately 200 pieces of student artwork from Saskatchewan are on display in China, and a collection of student art from Jilin province is being displayed in Saskatchewan schools. The Jilin collection consists of approximately 200 pieces of art depicting life as seen through the eyes of Jilin students.

More than 150,000 Saskatchewan students and adults have viewed the display since the exchange was initiated in 1984. The art exchange is part of a larger cultural exchange between Saskatchewan and China.

Evaluation and Student Services

Student Awards

The Governor-General's Bronze Medal award is presented to 32 grade 12 Saskatchewan students annually. The award is given for a combination of high academic achievement and significant contributions to school and community activities.

A formula jointly developed by the federal and provincial governments ensures that the awards are equally accessible to students in all parts of the province. Eleven medals are awarded to students from major urban centres (Regina, Saskatoon, Moose Jaw, Prince Albert); four medals are awarded to students from minor centres (Estevan, Lloydminster, Melfort, Melville, North Battleford, Swift Current, Weyburn and Yorkton); and one medal is awarded to a student from each of the 17 other geographic districts in the province.

General Proficiency awards of $200 are presented annually by the Minister to students in recognition of scholastic achievement in their graduating year. The number of awards each school receives is based on a percentage of the total number of students enrolled in grade 12. A total of 1,250 students received general proficiency awards in 1986-87.

Transcripts and Evaluations

Documents of high school standing for out-of-province students are evaluated by Saskatchewan Education to determine Saskatchewan Division IV course and credit equivalencies. Approximately 1,400 students requested evaluations in 1986-87.

An additional 328 students from recognized music schools and conservatories were evaluated and granted standing, along with 188 students granted standing in Cadet Training.

A total of 111,900 transcripts of high school marks were issued to universities, post-secondary institutions and students.

Consultative services were provided to the public on high school requirements, admission requirements to post-secondary institutions and equivalent standing granted by other provinces to Saskatchewan students.

Grade 12 Examinations

Saskatchewan Education administers examinations for grade 12 students instructed by non-accredited teachers. These examinations are written in January, June and August each year.

Traditional examinations were prepared for four subjects at the grade 12 level while machine scored examinations were prepared for 11 subjects. Approximately 30,000 papers were marked over the three sittings. More than 600 writing centres were provided in-province and 17 out-of-province to accommodate the examination process.

Student Exchanges

Saskatchewan Education provides ongoing support to a number of programs that enable students to expand their educational horizons beyond Saskatchewan's borders.

For the eighth consecutive year, a group of Saskatchewan students participated in an exchange with West German students. The exchange is both academic and cultural. Students travel as ambassadors for Saskatchewan to increase their fluency in German and to learn about life in another country. The department provided each student with a travel bursary.

Saskatchewan Education administers a program which provides students with exchanges and visits to Quebec. Approximately 160 students participated during the program's first year of operation in 1986-87.

Saskatchewan selected and sent two students to Lester B. Pearson College of the Pacific for a two year international baccalaureate program. Four Saskatchewan students are there at any one time; two first year students and two second year students. Saskatchewan Education provided a grant to assist the college in tuition fees.

Teacher Accreditation

Accreditation allows teachers to determine final grade 12 marks for specified subjects. Approximately 1,200 practising teachers in Saskatchewan have been accredited by Saskatchewan Education.

Saskatchewan Education offers consultative services on an ongoing basis, providing information on requirements teachers must meet to become accredited. Records of approved accreditations are also maintained.

Information Resources Management Services

Information Resources Management Services is responsible for managing Saskatchewan Education's investment in information technology and various information systems. This includes responsibility for development of data bases and automated office systems.

The branch assists the department in meeting its informatics needs by:

- developing plans and policies on the most effective and efficient use of informatics technology and information resources;
- evaluating and advising on informatics proposals to acquire appropriate informatics solutions; and,
- providing training and support in the use of microcomputers.

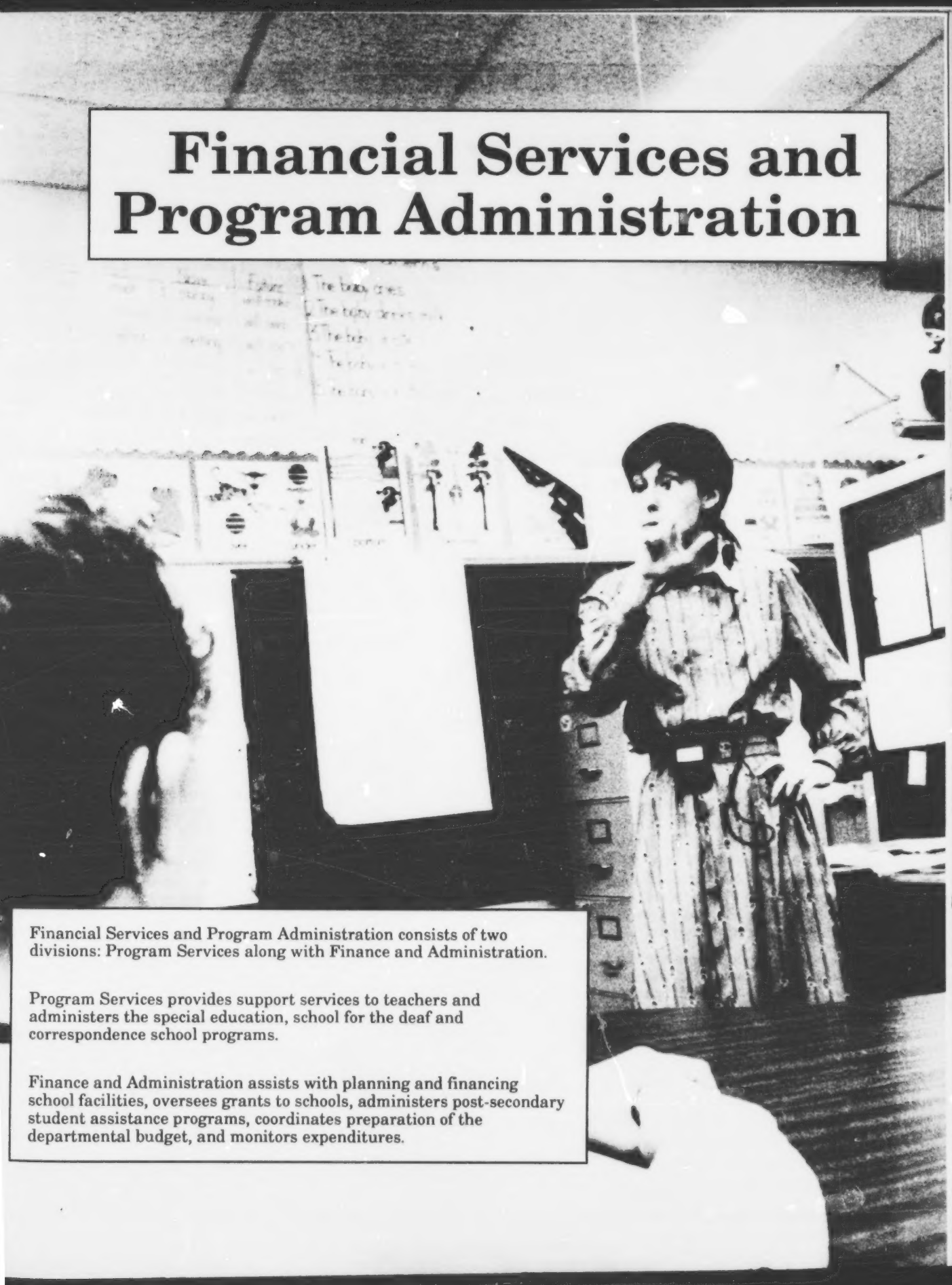
The branch also operates or provides support to the following departmental systems:

- Educational Information System;
- Student Information;
- Student Aid;
- General Education Development;
- Student Records;
- Teacher Records;
- School Grants;
- School Records; and,
- Special Education.

During 1986-87 a strategic planning project was initiated to address the academic computing needs of provincial technical institutes. A feasibility study was completed that will rationalize the collection of student information from technical institutes and community colleges.

The branch also assisted in developing and implementing information systems for student aid programs, the Northern Institute of Technology, and educational information client tracking.

Financial Services and Program Administration



Financial Services and Program Administration consists of two divisions: Program Services along with Finance and Administration.

Program Services provides support services to teachers and administers the special education, school for the deaf and correspondence school programs.

Finance and Administration assists with planning and financing school facilities, oversees grants to schools, administers post-secondary student assistance programs, coordinates preparation of the departmental budget, and monitors expenditures.

Program Services

Education and Teacher Services

Certification and Qualifications

Saskatchewan Education is responsible for assessing teacher qualifications and issuing certificates.

The regulations for certification requirements and the classification of teachers remained unchanged during the year. The overall supply of teachers was adequate. Some staffing problems were encountered in specialized subject areas, particularly French education.

The Board of Teacher Education and Certification reviewed 25 appeals from teachers regarding certification.

University enrolment in regular teacher education programs showed a marginal decline of 24 from the previous year. There were 1,929 education students enrolled at the University of Saskatchewan in 1986-87, down from 1,994 in 1985-86. University of Regina enrolment was 957 in 1986-87, up from 916 the previous year.

The Teacher Classification Board heard 11 appeals from teachers. Two were allowed at a higher level.

Saskatchewan Education administers the summer Bursary Program for teachers on an ongoing basis including long-term special education bursaries. This program provided $100,000 as incentive for teachers to take summer classes in 1986-87.

Teacher Collective Bargaining

Negotiations on a provincial collective bargaining agreement between Saskatchewan teachers, boards of education and the Government of Saskatchewan began in November 1986. An agreement was not concluded during the reporting year.

Boards of Reference

Boards of Reference are semi-judicial bodies established under The Education Act to provide an independent review of the termination of teacher contracts.

In 1986-87 five applications were received from teachers requesting boards of reference to investigate the termination of their contracts. One application was withdrawn by the applicant. A board of reference was established for each of the remaining four. In one case the board of reference upheld the termination. The other three had not been concluded at the end of the reporting year.

Provincial Computer Inservice Education Project

The Provincial Computer Inservice Education Project (PCIEP) was established in 1985 to provide practising teachers with instruction in the use of computers. This training can then be imparted to students at the classroom level.

The project focusses on the computer as a tool from which teachers and students can benefit both in and out of the classroom. PCIEP is jointly sponsored by Saskatchewan Education and SaskComp.

Four days of workshops were held in 1986-87. Eighty teachers attended the workshops.

Driver Education

During 1986-87 a number of initiatives were undertaken in driver education.

An extended Driver Instructor Preparatory Course co-sponsored by Saskatchewan Education and the Saskatchewan Technical Institute was held in Moose Jaw from October to March. Fifteen candidates graduated from the course.

Work continued on the development of an enriched course of studies for driver education. Fourteen driver educators representing 13 Saskatchewan school divisions tested the package.

The Saskatchewan Driver Educators' Association continued to provide valuable assistance in advancing the aims and objectives of Saskatchewan's driver education program.

Consultative services were provided to boards of education on all aspects of the driver education program including interpreting department policy, staffing and delivery.

Several pupil transportation seminars were offered to Saskatchewan boards of education. The purpose of the seminars is to provide school bus drivers as well as parents who transport their children to school with information on safe transport procedures.

Driving Without Impairment

The Driving Without Impairment (DWI) Program is designed to address problems associated with drinking and driving at the community level. Although supported by the department, the program's strength is drawn from local groups in more than 40 Saskatchewan communities. The 16-hour course taught by community members consists of formal lectures, group discussions, films and resource speakers. It addresses a wide range of topics related to alcohol, other drugs and driving.

Saskatchewan Education responded to a large number of information requests and also met with every Saskatchewan DWI group during 1986-87.

A provincial conference of program coordinators and representatives of local DWI committees was held in Bruno, Saskatchewan in November, 1986. Over 50 representatives attended and returned to their communities prepared to assume leadership roles in furthering DWI program aims and objectives.

A national symposium, DWI — the Door Way In, was held in Humboldt in February 1987. The symposium was co-hosted by Saskatchewan Education and the Carlton Alcohol and Drug Abuse Council. Over 300 people representing organizations and communities from across Canada attended.

A DWI Instructor/Resource workshop was held in Saskatoon in March 1987. This course was designed to train and qualify DWI instructors and resource speakers. More than 20 people graduated from the course and are now qualified to provide the DWI program in their communities.

School Administration

Saskatchewan Education provides administrative and advisory support services to boards of education and the public on school law, land transfers and school division/sub-division boundary changes.

In 1986-87 land transfers were made involving the following divisions:

- Rosetown School Division No. 43 and Kerrobert School Division No. 44;
- Prairie View School Division No. 74 and Thunder Creek School Division No. 78;
- Biggar School Division No. 50 and Rosetown School Division No. 43;
- Tiger Lily School Division No. 54 and Melfort School Division No. 100;
- Lemberg School Division No. 106 and Balcarres School Division No. 87;
- Deer Park School Division No. 26 and Shamrock School Division No. 38;
- Buffalo Plains School Division No. 21 and Last Mountain School Division No. 29;
- Prince Albert Rural School Division No. 56, Prince Albert Roman Catholic Separate School Division No. 6 and Prince Albert School Division No. 3;
- Yorkdale School Division No. 36, Yorkton Roman Catholic Separate School Division No. 86 and Yorkton School Division No. 93; and
- Tisdale School Division No. 53 and Nipawin School Division No. 61.

Alterations were made to sub-divisions of the following school divisions:

- Indian Head School Division No. 19;
- Prairie View School Division No. 74 (two alterations);
- Kinistino School Division No. 55; and
- Shamrock School Division No. 38.

Two new sub-divisions were established in Balcarres School Division No. 87.

Land previously not included in any school division was added to Kinistino School Division No. 55.

Educational Relations Board

The Educational Relations Board serves in an advisory capacity to help parties resolve disagreements which arise during the collective bargaining process. It administers boards of conciliation and appoints mediators or arbitrators when required. The board is also responsible for designating employees as being out of the scope of the provincial collective bargaining agreement.

In 1986-87, the board included J. Gordon Goodfellow and George Marcenko representing the Saskatchewan School Trustees' Association along with Karen Rongve and Susan Bates representing the Saskatchewan Teachers' Federation. Stan Kyba was appointed chairman.

No requests for mediation or conciliation were made during the reporting year.

Educational Boundaries Commission

The Educational Boundaries Commission investigates and makes recommendations on school division boundary matters referred to it by the Minister of Education.

Commission members in 1986-87 were William Werezak (Chairman), Clayton Hobman, Thelma Wright, Margaret Banadyga and Alvin Vinge.

There were no referrals to the commission during the year.

Correspondence School

The Correspondence School provides ongoing distance education to high school students and adults throughout the province, and to people from Saskatchewan who are temporarily residing outside the province. The school develops, publishes, revises and administers 67 different courses for grades 9 to 12.

In 1986-87 a total of 7,269 students were registered in 9,928 courses. This represents a 2% increase in student enrolment and a 10% increase in course enrolment. Sixty percent of enrolled students were school-aged. Sixty-four percent were from smaller towns and rural areas.

Seven new one-credit courses were developed during the year. Audio-cassettes were produced for use with four of these courses.

Software development was completed for a new computer-managed instruction and examination databank, an upgraded student records system and an automated accounting system.

Correspondence teachers participated in a series of micro-computer inservice training sessions and a number of subject-specific teacher conferences during the year.

The Correspondence School developed its own examinations for eight grade 12 home economics courses previously set and administered by the department. Eleven of the 23 courses offered at the grade 12 level were prepared and administered by the school.

R.J.D. Williams Provincial School For The Deaf

The R.J.D. Williams Provincial School for the Deaf in Saskatoon has been operated by Saskatchewan Education since 1932. The school serves students between the ages of 3 and 21 who have hearing disabilities or are deaf-blind.

Sixty-three students with hearing disabilities and 16 students who are deaf-blind or have other special needs were enrolled in 1986-87.

Four program areas are offered:

- pre-school/elementary;
- senior academic;
- pre-vocational/work experience; and,
- deaf-blind/special needs.

The school follows the provincial curriculum as closely as possible. Considerable emphasis is placed on developing language, communication and life skills.

The school is accredited and serves kindergarten to grade 12. Since 1984 a total communication pre-school program has been provided for children who have hearing disabilities or have parents with hearing disabilities. The program combines normal pre-school activities with added communications and social skills development. Eleven children and their families have made use of the program since its establishment.

Senior students from the school participated in an ongoing integration program at Holy Cross High School. An integration program is also in place at St. James Elementary School. This program includes a fully integrated kindergarten.

The school encourages student participation in arts, crafts and sporting activities as a means of developing interpersonal and leadership skills. These activities include visual dances, pep rallies, drama, dance and a Safe Grad program.

In May 1987 thirty-five Saskatchewan students competed in the third biannual tournament for deaf students held in Vancouver, British Columbia. The tournament brings together teams of students from the four western provinces for academic, athletic and cultural competition. Manitoba will host the 1989 tournament.

Thirty-eight deaf and 12 deaf-blind students boarded at the school in 1986-87. Close contact was maintained between school and home through a house parent who took special interest in individual students. Most students continued to go home every weekend, and the school year is organized so that students can be with their families once a month in addition to regular school holidays.

A two-day family workshop is held annually to provide parents with an opportunity to learn more about their childrens' disabilities and improve their own communication skills.

Thirteen students graduated from the school in 1987. Three have entered post-secondary programs, five are attending community college and two have joined the workforce. Three students with multiple handicaps have not yet been placed.

Special Education

Developing the potential of all students and affirming the worth of each individual are primary goals of education in Saskatchewan. Saskatchewan Education pursues these goals by providing programs geared to varying levels of aptitude and achievement.

The Special Education Branch provides assistance through funding, consultation, coordination, inter-agency liaison, and program development so that local school divisions can offer appropriate services to school-aged children. During 1986-87, services were provided for children with various disabilities as well as for gifted learners and their teachers.

Funding

The department provides four levels of incremental grants to meet the extra costs of programs for disabled youths. For 1986-87 the low cost grant was $1,329 per student. Three per cent of all grades one to nine students fall into this category along with 1.5% of kindergarten enrolment.

Three levels of high cost grants are provided for students having one or more of the severe disabilities specified in the Regulations under The Education Act. Per student grants were:

- Level I $3,904;
- Level II $5,352; and,
- Level III $6,055.

High cost grants were extended to programs serving 6,016 children in the 1986-87 school year, an increase of 709 students over the previous year. This reflects an increasing commitment to serving disabled children through appropriate educational programs.

Additional grants were provided for room and board where students required service away from the home school jurisdiction.

Program

Preschool services were offered to three and four year old children in four categories: visually impaired, hearing impaired, multiple handicaps and trainable mentally retarded. Services to disabled youth

ranged from residential school placement to regular class placement with assistance from school-based resource personnel.

Two residential schools are available to Saskatchewan children: The W. Ross Macdonald School in Brantford, Ontario for children who are blind, and the R.J.D. Williams Provincial School for the Deaf in Saskatoon.

Consultative services were offered in the areas of gifted learner education, severe disabilities, communication disabilities and physical disabilities (orthopaedic, visual and chronic health impairment). Consultation varied from individual program assistance to workshops and seminars designed to address educators' concerns.

In November 1986 the department initiated a consultative plan involving practicing teachers of children with visual disabilities. Five experienced teachers provided program assistance at 20 schools where children with visual disabilities were enrolled. A June survey revealed a high level of satisfaction with the program.

The Leadership and Development Project in Gifted Learner Education entered its second year of operation. Fifty-two school divisons were involved in 1986-87, up from 44 the first year. As part of the project, a team of highly qualified Saskatchewan consultant/ practitioners helped participating school divisions to establish, maintain or expand programs for gifted learners.

Saskatchewan Education's full-time consultant for gifted learners provided 84 consultations and inservice education sessions during the year. Seconded consultants provided a further 93 service days to school divisions. These services included system-wide inservice education for all school division personnel, planning sessions for individual schools, resource acquisition and management consultations, demonstration teaching, individual classroom coaching, and advice on instruction for individual gifted learners.

In return for the services that Saskatchewan Education provides, the school divisions supply the department with data on development and expansion. Trends which emerged from this data in 1986-87 included emphasis on high school program options, school-wide enrichment programs, specific program delivery models, and evaluation plans for both students and programs.

A May 1987 workshop to evaluate the gifted learners program identified a major provincial need for inservice education on evaluation strategies. The workshop was funded through the Education Development Fund and attended by more than 100 senior administrators, consultants and teachers of gifted learners. Dr. Carolyn Callahan from the University of Virginia presented the workshop.

The Psychoeducational Assessment Clinic continued to provide comprehensive assessment and consultative services to teachers of children with hearing disabilities. Follow-up visits to schools were a primary focus of activity. The visitation team consisted of a full-time educational psychologist assisted by teaching staff and the audiologist from the R.J.D. Williams Provincial School for the Deaf.

Two workshops were held to address the needs of children with hearing disabilities. In November 1986 the department co-operated with the Saskatchewan Preschool Aural Rehabilitation Centre to host a workshop in Moose Jaw. This workshop was attended by thirty teachers and teacher-aides who work with hearing impaired kindergarten children and those in early entrance programs.

In January 1987 a workshop was held in Regina for speech and language pathologists. Twenty-eight people attended the workshop which focussed on auditory and speech training techniques.

Summer bursaries were provided for special education, guidance/career education, remedial reading and gifted education. Major bursaries were also awarded to two Saskatchewan teachers enrolled in the training program at the University of Alberta for teachers of hearing impaired students.

Through a contractual arrangement with Regina School Division No. 4, a Regina teacher prepared curriculum materials for teachers of severely handicapped children. The *Annotated Resources Manual* lists various curriculum resources and *Meeting Challenging Needs* serves as a teachers' handbook. An implementation phase with inservice education and demonstration projects is scheduled to follow.

Inter-Agency Liaison

Saskatchewan Education maintains ongoing liaison with other government departments, agencies and organizations to keep abreast of new developments in a rapidly changing field. Organizations with whom information is regularly exchanged include:

Saskatchewan Abilities Council;

Saskatchewan Institute for the Prevention of Handicaps;

University of Regina;

University of Saskatchewan;

Saskatchewan Association for the Mentally Retarded;

Saskatchewan Association for Bright Children;

Wascana Rehabilitation Centre;

Children's Rehabilitation Centre;

Alvin Buckwold Centre;

Council for Exceptional Children;

The Wheatlands Project for the Handicapped;

Saskatchewan Council for the Education of Gifted Learners;

Canadian National Institute for the Blind;

Association for Educators of the Hearing Impaired;

Saskatchewan Educational Psychologists' Association;

Learning Disabilities Association of Saskatchewan;

Central Steering Committee, Regional Early Childhood Coordinating Committees;

Saskatchewan School Trustees' Association; and,

League of Educational Administrators, Directors and Superintendents.

High School Athletics

The Saskatchewan High Schools Athletic Association (SHSAA) is a provincial association of volunteer coaches which administers and co-ordinates the co-curricular high school athletic program. SHSAA is responsible for registration of teams, scheduling activity, establishment and implementation of a code of ethics, development of competitive rules and conducting inter-district playoffs leading to provincial championships.

The association is governed by delegates from 13 member districts and directed by an elected nine-member executive council. SHSAA acts as a liaison between the department and non-education sporting groups. Close ties are also maintained with the Canadian School Sports Federation and the National Federation of State High Schools Activities Association. Saskatchewan Education provides a fulltime executive director to staff the SHSAA central office.

The association's athletic program encompassed 10 sports in 1986-87. More than 33,000 high school students competed for 34 provincial championships. A total of 2,704 teams from 340 schools entered various competitions. No new activities were added during the year.

A resolution was put forward to make girls' soccer a permanent activity, an indication of the sport's growing appeal since its introduction in 1984-85.

Public relations activities continued in an effort to enhance the image of SHSAA. The association worked closely with corporate sponsors to guarantee the integrity of the association while maintaining program funding.

Saskatchewan Alcohol and Drug Liaison Program

The purpose of the program is to provide a coordinated approach in dealing with alcohol and drug-related issues for Saskatchewan students.

Support was provided in four main areas in 1986-87: the Provincial Safe Graduation Program, the Regina and Saskatoon liaison programs, the Saskatchewan Interagency Council on Smoking and Health, and the Premier's Initiative on Adolescent Alcohol and Drug Abuse.

The Provincial Safe Graduation Program continued to be popular. A capacity group of students and adults participated in the annual Provincial Safe Graduation Students' Seminar. The 1986-87 school year was fatality-free, a testament to the success of the program.

Various programs to address alcohol and drug-related issues were mounted by the Regina and Saskatoon liaison programs along with the Saskatchewan Interagency Council on Smoking and Health.

To support the Premier's Initiative on Adolescent Alcohol and Drug Abuse, Saskatchewan Education developed a student day book, a poster and print material for parents. Saskatchewan Education also provided grants for student projects and helped organize a conference for middle years principals. The Premier's initiative is a joint project involving the Saskatchewan Teachers' Federation, PRIDE Canada Inc., Regina Roman Catholic Separate School Division No. 81, the Saskatchewan Association of Home and Schools, and Saskatchewan Education. Expenditures in 1986-87 came to $125,000.

Small School Divisions and Private (Alternative) School Superintendents

A number of small and private schools in Saskatchewan do not have sufficient enrolments to warrant employment of a full-time superintendent or director. Arrangements are made whereby these schools receive supervision from directors or superintendents of neighboring school divisions. Saskatchewan Education coordinates this process on an ongoing basis.

Total enrolment in private residential high schools was 1,945 in 1986-87. This total includes College Mathieu in Gravelbourg. There were 1,083 students enrolled in private alternative elementary programs, and a further 50 enrolled in specialized programs at Alta Vista High School and Ranch Ehrlo.

Finance and Administration

Grant Programs

School Grants

Boards of education receive funds from three sources: local property taxes, provincial grants through Saskatchewan Education's foundation grant formula, and tuition fees from other boards of education, the federal government and individuals.

The foundation grant formula is designed to provide equality of educational opportunity. It has two components.

The first is recognized expenditures established on a per pupil basis. Recognized expenditures represent the costs incurred by school divisions in providing a desirable but realistic range of educational programs.

Administration, teaching, building operation and maintenance, non-capital furniture, equipment, renovations and repairs, transportation to special events, bank charges and interest expenses are all considered recognized expenses.

The second component is based on a local board of education's ability to pay, as indicated by its potential property tax revenue. Property assessments are equalized to ensure comparability of assessments from jurisdiction to jurisdiction.

These two components enable the principle of equality to be maintained. The greater the difference between recognized expenditures and ability to pay, the larger the foundation grant. This enables school boards province-wide to provide adequate services without unduly high local tax rates.

In 1986-87 total school grants come to $416,805,530. The statistical section of this report shows total grant figures from 1981-87.

Foundation Grants

Per pupil rates for the 1987 foundation grant formula were as follows:

	Major urban school divisions	Other school divisions
Kindergarten	$1,249	$1,304
Divisions I and II	2,423	2,517
Division III	2,632	2,733
Division IV	2,987	3,091

Other Factors

The rural per pupil transportation rate was set at $114 and the daily per kilometre rate was set at $130.

The allowance to parents was 20.2 cents per vehicle kilometre.

Rates for second language instruction and special education were adjusted from the previous year.

The small schools factor rates and method of calculation are unchanged from the previous year.

The formula for calculating enrolment decline remained unchanged. Students attending comprehensive schools in Melville, Prince Albert, Estevan and Swift current were included in the enrolment decline calculation of their home school jurisdiction.

The computational mill rate used in 1987 foundation grant calculations was 48.0 mills for all school divisions.

Northern Boards of Education

Grants for northern boards of education were calculated with the same formula used in the south. Basic per pupil rates, computational mill rates and sparsity rates established for northern boards were the same as those set for rural school divisions in the south.

Additional funding was provided through the grants to accommodate the higher costs of teacherage operation in the north.

Board of Education Expenditures

Board of education operating expenditures as well as 1986 Revenue Fund Receipts and Disbursements are found in the statistical section of this report.

Tax arrears at year end 1986 were $38,840,099 as compared to $38,834,960 at year end 1985. This represents an increase of approximately $5,000 in tax arrears, a significant improvement over the $8.7 million increase from 1984 to 1985.

Student Financial Services

Saskatchewan Education's Student Financial Services Branch administers a number of financial assistance programs for Saskatchewan residents enrolled in adult and post-secondary courses of study. Major programs include the federally-sponsored Canada Student Loans Program, Saskatchewan Student Loans, Saskatchewan Supplementary Loans Program, Interest Write Down Program, Saskatchewan Student Bursary Program and Special Incentive Bursary Program for Students.

In addition, there are numerous other scholarship and bursary programs financed by the Student Aid Trust Fund and jointly administered with other government departments, agencies or educational institutions.

Financial assistance is authorized by the Minister of Education, taking into consideration recommendations made by the Scholarship, Bursary and Loan Committee. The committee consists of

representatives from government, educational institutions and student councils. Its role is to make recommendations to the Minister on the development and administration of the scholarship, bursary and loan programs.

Student Loans

Student Financial Services administers the Canada and Saskatchewan Student Loans programs. These programs provide loans up to a maximum of $105 per week of study to full-time students enrolled in recognized post-secondary courses at designated educational institutions. The loans are authorized on the basis of need. They are interest-free while recipients are full-time students, and for an additional six-month period following graduation or discontinuation of studies.

The *Canada Student Loans Program*, while funded by the federal government, is administered by Saskatchewan Education and assists Saskatchewan residents studying anywhere in the world. From July 1, 1986 to June 30, 1987 loans totalling approximately $43 million were issued to more than 15,000 students. Students repay these loans at any Canadian chartered bank. The federal government guarantees repayment to the banks.

Student Financial Services also administers the *part-time Canada Student Loans Program* which is funded by the federal government. Under this program a part-time student may borrow up to $2,500. Repayment begins 30 days after negotiation of the loan. Part-time loans totalling $65,656 were authorized to 61 students in 1986-87.

Saskatchewan Student Loans assist full-time Saskatchewan students who are taking Adult Basic Education (ABE) classes at Saskatchewan's community colleges. ABE students are ineligible for Canada Student Loans. Saskatchewan Student Loans are repayable six months after completion or discontinuation of studies. In 1986-87 loans totalling more than $364,000 were issued to 158 students.

Saskatchewan Student Bursaries are available to student loan recipients in need of further assistance. Students attending any designated institution in Saskatchewan can receive up to $70 per week of study. One-half this amount is available to students attending public out-of-province institutions.

A *Saskatchewan Student Bursary* is only available for the first five years (ten semesters) of post-secondary study. After that period, students are eligible for Saskatchewan Student Loans to supplement their Canada Student Loan. In 1986-87 Saskatchewan Student Loans totalling more than $853,000 were issued to 527 students with more than five years of post-secondary study.

A *Special Incentive Bursary*, to a maximum of $110 per week of study, is available to loan recipients with special needs: natives, the disabled, northerners and single parents. The Special Incentive Bursary Program is limited to studies within Saskatchewan unless out-of-province education is required as a function of the student's disability. In 1986-87 almost $15 million was issued to more than 9,000 students through Saskatchewan Student Bursary/Special Incentive Bursary Programs.

Special Incentive students who successfully complete their first year of full-time post-secondary education are eligible to apply for full remission of their Canada Student Loan and Saskatchewan Supplementary Loans for that year. Students who successfully complete their second year are eligible to apply for 50 percent remission.

Adult Basic Education students, who qualify under the Special Incentive Bursary Program, are eligible to apply for 100 percent remission of all their related Saskatchewan Student Loans and Saskatchewan Supplementary Loans upon successful completion of their year(s) of full-time study.

In 1986-87 more than $483,000 was remitted in Saskatchewan Student Loans, Saskatchewan Supplementary Loans and Canada Student Loans to 162 students.

The Saskatchewan Supplementary Loans Program is a needs-based program designed to supplement existing student assistance programs. Under this program, financial assistance is available to eligible students enrolled full-time in programs lasting more than three weeks and is not restricted to studies in Saskatchewan.

The Saskatchewan Supplementary Loans Program provides loans to a maximum of $75 per week of study. The loan is interest-free while the student is a full-time student and for an additional six-month period following graduation or discontinuation of studies. The loan is repaid in regular monthly payments to Student Financial Services. Saskatchewan Supplementary Loans totalling more than $19 million were issued to approximately 14,600 students in 1986-87.

The *Interest Write Down Program* subsidizes the student for interest costs over six percent, based on three years of repayment over a standard amortized period. This program is applicable to both federal and provincial loans negotiated by Saskatchewan residents for courses starting between May 1, 1986 and July 31, 1989. The total subsidy is first applied to the amount owing for provincial loans.

Scholarships, Awards and Bursaries

Saskatchewan Education administered several additional scholarship, bursary and loan programs in 1986-87, the majority in conjunction with other departments, agencies or educational institutions.

Technical Institute Scholarships

Saskatchewan's technical institutes grant scholarships valued at $450 each for students in certificate programs and $250 each for students in diploma programs. The awards are granted on the basis of high academic standing.

Technical Institute Entrance Scholarhips

These scholarships are intended to attract top high school graduates to the institutes and to recognize their academic achievement. Scholarships valued at $750 each are available for one-year certificate program students. Diploma program students can receive scholarships worth $1,500 each.

James Dickson Scholarship

One award of $500 is made to a graduating Grade 12 student of black ancestry who is entering post-secondary study at an approved educational institution.

D. R. Simmons Memorial Scholarships

Two awards of $500 each are awarded to graduating Grade 12 students of Indian or Metis ancestry who are entering post-secondary study at an approved educational institution.

Doreen Kronick Scholarship

One award of $500 is made to recognize the scholastic achievement of a post-secondary education student majoring in special education for exceptional children. The Saskatchewan government will award an additional $500 to the recipient if she or he is a Saskatchewan resident attending a Saskatchewan university.

Fuhrmann Emergency Loans

This program provides short-term loans to a maximum of $400 each to full-time students attending Saskatchewan's technical institutes. Loans are authorized only when all other financial resources have been exhausted and must be repaid in 90 days. This program was made possible by a $12,000 donation from the Fuhrmann family of Regina.

General Proficiency Awards

Awards of $200 each are available to the top graduating Grade 12 students at each Saskatchewan high school.

Teacher Upgrading Bursaries

This program provides bursaries to a maximum of $600 each to help teachers obtain training in specialized fields in which there are shortages of qualified teachers.

Bursaries for Teachers of the Hearing Impaired, Visually Impaired and Multiply Handicapped

This program furthers the training of teachers for hearing and/or visually handicapped students. The bursaries are offered through an agreement between Saskatchewan and British Columbia, and can only be used at the University of British Columbia for specified diploma programs. The value of the bursaries is $5,000 for a recipient with dependents and $4,000 for a recipient without dependents.

French Language Teacher Education Bursaries

Bursaries are available to teachers wishing to improve their techniques in the teaching of French.

French Language Study Fellowships

Fellowships to a maximum of $3,000 are available to full-time students enrolled in post-secondary programs offered in French (i.e. at least 60 per cent of their courses are in French). The Saskatchewan Student Aid Fund is reimbursed by the federal Secretary of State for all bursaries awarded.

French Language Travel Bursaries

Bursaries equivalent to two round-trip economy air fares are available to Francophones pursuing full-time studies in French outside Saskatchewan. The Saskatchewan Student Aid Fund is reimbursed by the Secretary of State for all bursaries issued.

University Scholarships

In 1986-87 approximately $4.6 million was allocated to the University of Regina and the University of Saskatchewan for scholarships to undergraduate and graduate students who achieved high academic standing.

Veterinary Medicine Fellowships

Students enrolled in Veterinary Medicine post-graduate studies at the University of Saskatchewan are eligible for fellowships from Saskatchewan Agriculture to cover tuition, books and living expenses. Preference is given to those studying in the area of food-animal practice. A maximum of $24,490 was allocated for this program in 1986-87.

Saskatchewan Social Services Bursary Program

This program is open to employees of non-governmental social services agencies seeking further training in social work or administration. The recipients must return two months employment to the social services agency for each month of educational leave. A maximum of $21,630 was allocated for this program in 1986-87 to cover tuition, books, living expenses and transportation costs.

Saskatchewan Health Paramedical Bursaries

These awards are available to students who must attend out-of-province universities to obtain professional qualifications in a public health specialty. The amounts granted vary according to individual circumstances and carry service commitments. More than $353,000 was allocated for this program in 1986-87 to cover fees, books, living expenses and transportation costs.

Saskatchewan Research Council Scholarships

This program serves two purposes. It enables graduate students to pursue higher degrees in preparation for a career in scientific and industrial research. The program also stimulates interest in research relating to the development of Saskatchewan's natural resources. Three scholarships of $11,250 were awarded in 1986-87.

Appeals

The amount of a student's loan and bursary award is determined by a standard assessment, applying the established criteria of the student aid program. A student may request a reassessment of the award if his or her financial circumstances change sufficiently. If special circumstances exist which are outside the scope of the established administrative criteria, the student may request that his or her file be reviewed by the Appeals Sub-Committee. In 1986-87 the Sub-Committee heard 334 appeal cases, and in 268 instances recommended that additional assistance be authorized.

Facilities Planning

Saskatchewan Education shares responsibility for planning, constructing and financing school facilities for the primary and secondary education system with local boards of education.

A new formula for capital projects receiving funds from Saskatchewan Education was introduced on April 1, 1987. The main features of the new funding formula are as follows:

- Saskatchewan Education will provide approximately 80% of school construction costs for approved projects;
- School construction costs for approved projects are to be shared on the basis of the individual school division's ability to pay;
- The new funding formula provides added incentive for school divisions to control capital expenditures; and,
- School divisions can now amortize their costs should they so desire.

Approval in principle was given to 25 major projects in 1986-87. Department officials and local school divisions have begun developing design and financial parameters for each project.

The new funding formula and approval procedure is expected to generate approximately $37.5 million in school construction during the coming year.

In addition to funding capital projects, the department also provided financial assistance to school divisions for major repairs, portable classrooms and alterations to improve accessibility for the handicapped.

Administrative Services

The Administrative Services Branch provides financial management and administrative support to the department along with advisory support services to technical institutes, community colleges and local boards of education. The branch also provides a film loan service and school book distribution services through the Educational Resources Distribution Unit.

The branch:

- manages the revenue and expenditure systems for the department;
- establishes and implements processes to conform with the financial and administrative policies of the government;
- provides support services for the department such as mail-handling, office space allocation, and the procurement, maintenance and disposal of office equipment, vehicles, office supplies and specialized services; and,
- oversees the operation of the Educational Resources Distribution Unit.

Educational Resources Distribution

Educational Resources Distribution offers a 16mm film loan service to schools and the public along with an audio and video tape duplication service and technical facilities to assist Saskatchewan producers of educational programming. The unit also serves as a retail distributor of school textbooks, workbooks, reference books and related print and non-print materials for use in Saskatchewan schools and the Correspondence School.

Dial-a-Film

A new computerized booking system was implemented in the Dial-a-Film unit. As a result, statistics on the loan of media resources are only available for the period July 1, 1986 to March 31, 1987. Over 69,000 loans were made throughout Saskatchewan during this period.

At the end of the reporting year the media collection contained 3,196 film titles, 1,688 video programs, 761 audio programs and 81 multi-media kits.

Tape Duplication

The tape duplication service experienced a 30 percent increase in video duplication over the previous year. Educational systems received 19,403 video and 1,824 audio duplications; government departments and agencies 3,517 video and 10,940 audio; non-profit organizations 3,298 video and 1,283 audio; and commercial clients 442 video and 586 audio. Total duplications were 26,660 video and 14,633 audio programs.

Retail Distribution

School books were purchased directly from publishers at discount prices and sold to school divisions, teachers and students at minimum cost.

A transportation rate of $4.31 per hundred weight plus a four percent insurance surcharge, without pick-up or delivery charges, was established through tender. This rate applied to all shipments coming out of Toronto and Montreal. The Saskatchewan Technical Institute in Moose Jaw, the Wascana Institute of Applied Arts and Sciences in Regina and the Kelsey Institute of Applied Arts and Sciences in Saskatoon were included in the contract.

Stock inventory of school books at year end was $923,114. Sales totalled $4,327,809, a marginal increase over the previous year. A net income of $132,856 was transferred to Saskatchewan Education's appropriation.

Financial Planning

The Financial Planning Branch is responsible for managing the department's financial planning, payroll, budgeting and legislative planning systems.

The branch:

- plans and prepares the department's annual budget submission;
- facilitates and reviews expenditure forecasting and expenditure control systems;
- monitors and controls preparation of Minister's Orders, Orders-in-Council, contracts and submissions to Cabinet and other central agencies (Executive Council, Treasury Board);
- prepares and reviews departmental legislation and regulations; and,
- manages the payroll system for the department.

Regional Offices

Saskatchewan Education has regional offices in Weyburn, Swift Current, Yorkton, Saskatoon, Melfort, North Battleford, Regina and La Ronge.

The regional office network makes Saskatchewan Education more accessible to the people it serves. These offices are often the first point of contact for parents, school divisions and the general public on education-related matters.

Regional offices assist local school divisions with establishing special education programs, approving funding and monitoring existing programs. They also work jointly with the Curriculum and Instruction Division to increase awareness of new initiatives in curriculum development, and help implement new courses of study.

Capital project proposals from school divisions receive initial consideration at the regional level. The regional offices also review all information used to determine school division grants.

Regional offices assist with the interpretation of legislation, regulations and policy. They are also responsible for reviewing and approving applications for financial assistance through the Education Development Fund.

District superintendents of education work through the regional offices to serve those school divisions which do not have a locally employed director of education. The department employed five full-time district superintendents and one half-time superintendent during the reporting year.

The district superintendent for the northern region is based in the LaRonge regional office but is also responsible for Ile-a-la-Crosse, Uranium City and Creighton School Divisions. In addition to its normal duties, the La Ronge regional office assists with the development, preparation and distribution of northern and native curriculum materials. The La Ronge regional office also produces and distributes *Northern Style*, a newspaper for northern Saskatchewan's young people.

Northern Division

The goal of the Northern Division is to provide learning opportunities that will enable northern residents to participate fully in Saskatchewan's economic and social development. The division works with industry, other government departments and educational institutions to develop a skilled northern work force, build a strong regional economy, and enable northerners to become competitive throughout the provincial labor market.

To achieve these goals the division:

- links employment-oriented training to the current and projected demands of the provincial labor market;
- designs academic, skill training and re-training programs to help northerners develop their potential for employment;
- assists northern business and industry to become more productive by making training available to their work force; and,
- makes education and training more accessible to the people of northern Saskatchewan.

Divisional responsibilities include the provision of occupational training, financial services, program development, native services, apprenticeship, and funding for the La Ronge Region, West Side and North East community colleges.

Regional Provision of Services

During 1986-87 the division:

- planned and coordinated the delivery of 21 Saskatchewan Skills Extension Program (SSEP) courses through the three northern community colleges. Among these institute-accredited courses were Forestry, Motor Vehicle Repair, and Secretarial Studies;
- planned and coordinated the delivery of 42 Native Career Development on-the-job training contracts for 250 northerners;
- provided student aid services for 200 northerners through the Special Incentive Program;
- assisted in planning, monitoring, and evaluating 14 Northern Economic Development Subsidiary Agreement on-the-job training contracts for 168 northerners;
- assisted in implementing the Saskatchewan Youth Access Program, resulting in employment for 30 persons;
- assisted with applications for the Opportunities "86" Summer Student program, resulting in employment for 238 students;
- provided training for 62 northerners in the areas of trapping and wild rice through the Agricultural and Rural Development Act;
- provided apprenticeship and trade certification counselling to 117 journeymen, 184 apprentices, 523 tradesmen and 433 members of the public at large.

Human Resource Development Projects

Continued progress was made in implementing a human resource development strategy. Under the strategy, employers make a commitment to offer employment and career development opportunities to northerners. The division, northern community colleges and northern employers then collaborate to develop training programs that will help northerners take full advantage of these employment opportunities. Approximately 340 northerners have been trained in such occupations as prospecting, geophysical technology, mining and diamond drilling.

Human resource development negotiations were concluded with Cigar Lake Mining for their planned mine and mill at Cigar Lake and with AMOK Mining for their mine and mill in operation at Cluff Lake. Negotiations are currently under way with Key Lake, Royex and Placer Mining to establish formal human resource development agreements.

The human resource development plan presently in effect with Star Lake Mining is being monitored, and results show northerners are advancing to technical positions. A study of current and projected employment requirements for the gold mining industry, co-sponsored by the Northern Division and the Department of Regional Industrial Expansion (DRIE), presented its findings. The results are being integrated into long-range training plans.

Training was provided in marketable occupations such as Home Care Worker, Local Government Administrator, Recreation Technician, Life Skills Coach, and Diamond Driller Helper. These programs were developed in cooperation with DRIE and the three northern community colleges.

Education and Skill Training Programs

During 1986-87 the division:

- assisted northern wild rice growers to develop skills in site selection, monitoring techniques, harvesting methods, and business operations;
- assisted the Saskatchewan Wild Rice Council Inc. to organize their second annual wild rice conference, attended by 175 wild rice growers. Among the topics covered were production techniques, soil sampling, income tax preparation, marketing, and pricing of wild rice;
- sponsored a three day

management workshop to train the 16 native people who act as the administrative body for the northern wild rice industry;

- sponsored a two day planning seminar for the Saskatchewan Wild Rice Council Inc. which included a follow-up evaluation to the three day management workshop;
- delivered wild rice quality control training to three operators of LaRonge Industries Ltd.;
- conducted research to determine a wild rice curing method in cooperation with the protein, oil, and starch pilot plant at the University of Saskatchewan;
- monitored and collected data on fish farming ponds in the LaRonge, Prince Albert, Meadow Lake, Patuanak and Big River regions;
- delivered water chemistry training to eleven northern aquaculture operators;
- conducted research on feed for use in fish farming in conjunction with the Saskatchewan Indian Agricultural Program;
- assisted the Saskatchewan Indian Agricultural Program by sponsoring training of northerners in commercial berry harvesting;
- subsidized travel costs for six community development officers for the purpose of identifying, developing, and monitoring the training needs of the Athabasca Region; and,
- funded an Adult Basic Education Learning Center workshop delivered at the Buffalo Narrows Training Complex to more than 40 northern college instructors and coordinators.

Public Forums

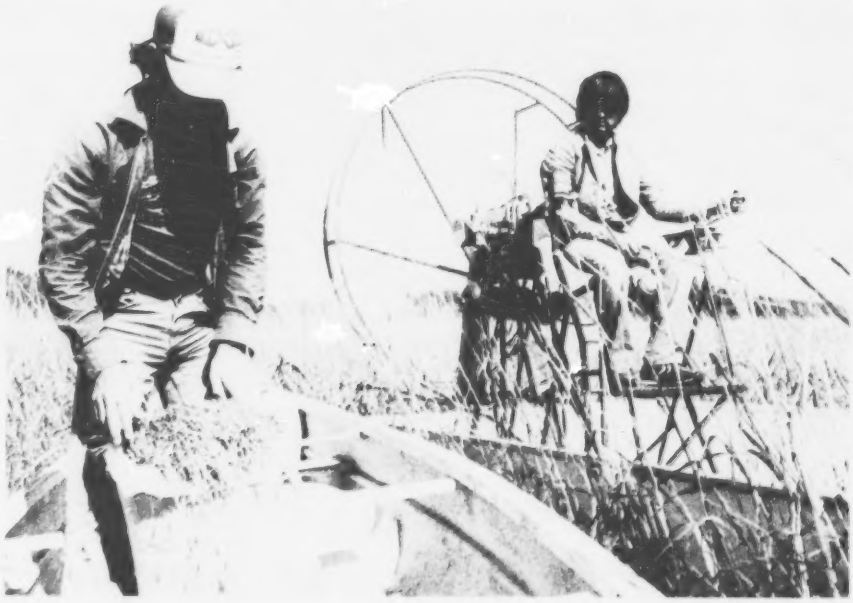
In 1986-87 the division:

- co-sponsored two seminars for 18 northern home care board members with the Department of Health;
- organized a pilot project Trapper Training Course for 15 northerners in conjunction with the Northern Fur Conservation Area Trappers Association;
- delivered a three day workshop for six Athabasca Regional Training Council members, in conjunction with the West Side Community College; and,
- assisted other departments by providing visual and video displays of training courses. These included wild rice harvesting, trapper training, furrier training, berry harvesting and aquaculture.

Financial and Administrative Support

The division planned and coordinated development workshops for 50 trustees and staff of the three northern community colleges. The theme of the workshops was "Let's Bring Out The Best In Ourselves" with a focus on team building.

The division assisted the three northern community colleges in standardizing budgeting, expenditures, and record keeping. Annual and semi-annual budget reviews were conducted with each college. Financial monitoring was provided for training programs funded through the Northern Economic Development Subsidiary Agreement.



Communications

The Communications Branch is responsible for providing information on department policies and programs to educators, school officials, students and the general public. The branch also provides support services to enable production of print materials for use in the school system. These services include writing, editing, typesetting, illustration, design and layout.

Major activities during 1986-87 included:

- production and distribution of a wide range of print and non-print materials to increase awareness of primary, secondary and post-secondary programs;
- planning and coordination of Canada Career Week, a specially designated week set aside to increase awareness of training opportunities in Saskatchewan;
- assisting with planning and coordination of Education Week 1987 to increase public awareness of the role of the education system. The 1987 theme was "Education - Opening Doors to Opportunity". Overall coordination was handled by the provincial Education Week Committee which consisted of representatives from the Saskatchewan School Trustees Association, the Saskatchewan Teachers' Federation, the Saskatchewan Federation of Home and School Associations, the Saskatchewan League of Educational Administrators, Directors and Superintendents, the University of Regina, the University of Saskatchewan and Saskatchewan Education;
- planning the official opening of the new Northern Institute of Technology in Prince Albert;
- planning the official opening of the new Geological Sciences Building at the University of Saskatchewan in Saskatoon;
- operation of the department's Inquiry Line, a service used extensively by educators, students of all ages and the general public to obtain information on Saskatchewan Education policies and programs;
- operation of a monthly Career Information Mailing Service which provides information to approximately 650 career counsellors, school officials and libraries province-wide;
- production of print materials for use in the primary and secondary school system.

Human Resources

The Human Resources Division provides personnel administration and human resource development services.

The role of the division is to:

- assist managers in acquiring, developing and retaining competent employees;
- promote sound human resource management practices; and,
- ensure compliance with legislative requirements, the collective bargaining agreement and personnel policies.

Major activities in 1986-87 included the following:

- coordination of the early retirement program. Seventy-two percent of eligible employees opted for early retirement;
- planning and implementing the amalgamation of the Departments of Advanced Education and Manpower, Education and the Saskatchewan Library to form the new Department of Education;
- planning the upcoming amalgamation of the four technical institutes and the urban community colleges to form the Saskatchewan Institute of Applied Science and Technology;
- coordinating amalgamation efficiencies and program rationalization;
- planning the reassignment of duties, classification and staffing;
- integrating systems to provide consistency in operating practices and policies; and,
- implementing a major expansion of the student financial assistance program.

Saskatchewan Library

The Saskatchewan Provincial Library serves as a coordinating agency as well as a resource and information centre within the provincial public library network. The library also provides grants and support services to regional and municipal libraries, and administers legislation and regulations governing the operation of public libraries and the Bureau of Statistics.

The goals of the library are:

- to work towards equitable access to library services and resources for all Saskatchewan residents;
- to contribute to the goals and objectives of public libraries;
- to encourage innovation and cooperative planning;
- to promote the understanding and use of library services to all residents of the province;
- to facilitate self-sufficiency within each level of library service - local, regional and provincial;
- to foster cooperation and resource sharing among libraries in the province and the country; and,
- to maintain data regarding the Gross Domestic Product for Saskatchewan and act as a depository for departmental and crown corporation reports.

A separate annual report is prepared for the library. Copies of the 1986-87 edition may be obtained by contacting:

Saskatchewan Provincial Library
1352 Winnipeg Street
Regina, Saskatchewan
S4P 3V7

Legislation

The Minister of Education was responsible for administering the following legislation in 1986-87:

- The Ancillary Dental Personnel Education Act;
- The Apprenticeship and Trade Certification Act;
- The Architects Act;
- The Association of School Business Officials of Saskatchewan Act;
- The Community Colleges Act;
- The Department of Advanced Education and Manpower Act (subject to the provisions of Order in Council 1063/83 and 1282/85 as amended by Order in Council 100/86);
- The Department of Education Act;
- The Education Act;
- The League of Educational Administrators, Directors and Superintendents Act;
- The Private Vocational Schools Regulation Act;
- The Public Libraries Act, 1984;
- The Statistics Act, 1972;
- The Registered Music Teachers Act;
- The Student Assistance and Student Aid Fund Act, 1985;
- The Teachers' Dental Plan Act;
- The Teachers' Federation Act;
- The Teachers' Life Insurance (Government Contributory) Act;
- The Teachers' Superannuation Act;
- The University of Regina Act;
- The University of Saskatchewan Act; and,
- The University of Saskatchewan Foundation Act.

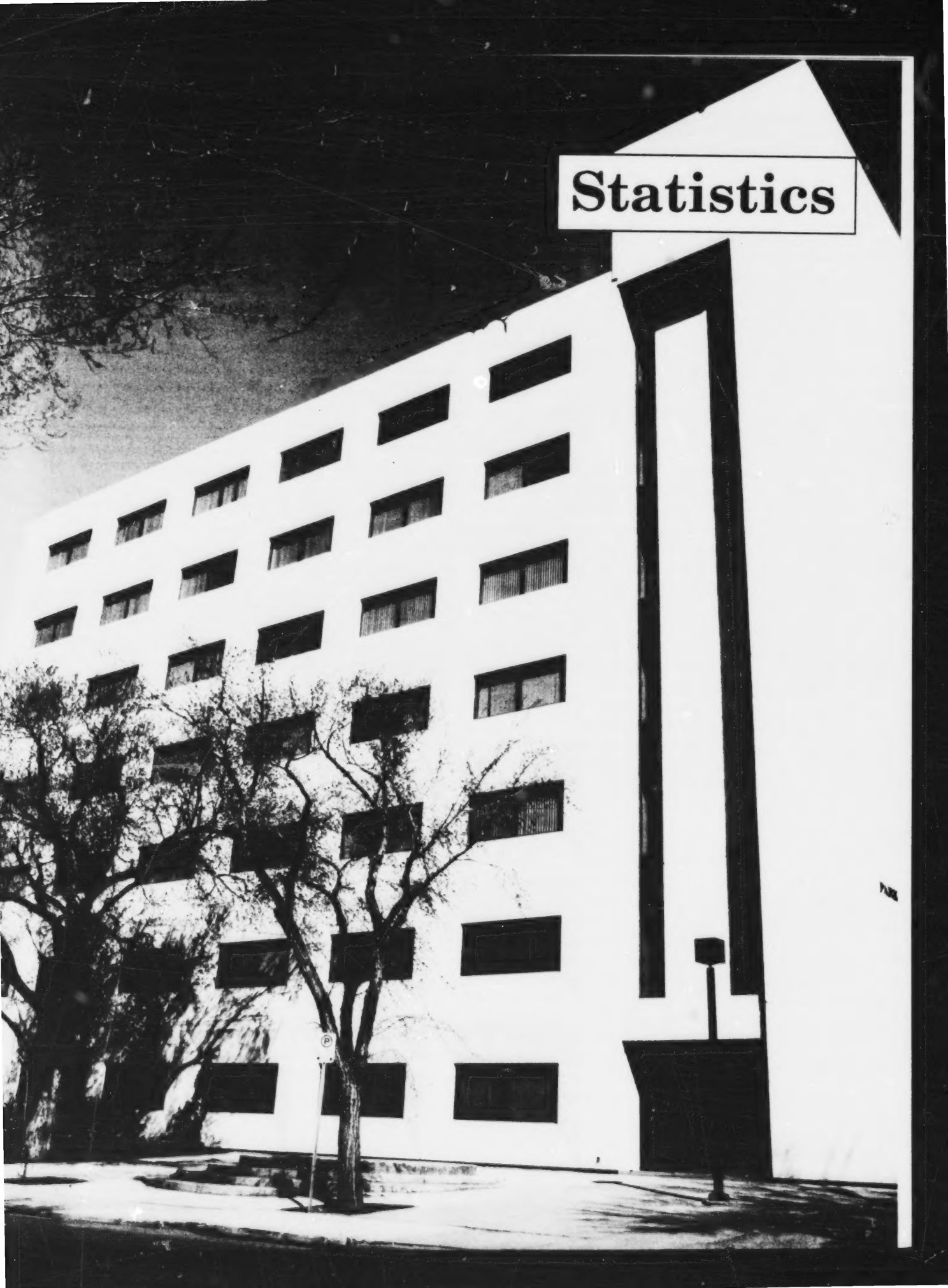

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Table 1
Primary and secondary school enrolment by grade, 1981-87

Grade	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
Kindergarten	15,254	15,727	15,733	16,375	16,408	16,401
Grade 1	16,455	16,808	17,113	17,162	17,542	17,530
Grade 2	15,302	15,524	15,905	16,109	16,134	16,417
Grade 3	14,995	15,248	15,260	15,732	15,794	15,759
Grade 4	15,081	14,998	15,176	15,192	15,554	15,590
Grade 5	15,137	15,062	14,942	15,140	15,098	15,338
Grade 6	15,010	15,077	15,043	14,889	14,913	14,959
Grade 7	15,753	15,500	15,367	15,249	14,978	15,056
Grade 8	15,117	15,352	15,118	15,032	14,883	14,655
Grade 9	14,625	14,782	15,041	14,862	14,857	14,729
Grade 10	14,805	14,047	14,113	14,494	14,255	14,345
Grade 11	14,399	13,864	13,168	13,160	13,357	13,176
Grade 12	14,253	13,812	13,687	12,884	13,112	13,452
Other	3,261	2,980	2,886	2,947	3,023	2,798
Total	199,447	198,781	198,552	199,227	199,909	200,205

Figures in this table do not include students enrolled in the correspondence school, private schools, the R.J.D. Williams Provincial School for the Deaf, or government-aided schools. Kindergarten students are counted as full time students. Lloydminster students on the Alberta side of the border are excluded.

Table 2
Geographic distribution of primary and secondary school enrolment, 1981-87

	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
Rural	91,869	90,926	90,320	89,977	89,478	88,835
Town & Village	4,477	4,553	4,516	4,584	4,462	4,648
Urban	97,277	97,822	98,388	99,418	100,555	101,411
Northern Saskatchewan	5,824	5,480	5,328	5,301	5,314	5,311
Total	199,447	198,781	198,552	199,227	199,909	200,205

Figures in this table do not include students enrolled in the correspondence school, private schools, the R.J.D. Williams Provincial School for the Deaf, or government-aided schools. Kindergarten students are counted as full time students. Lloydminster students on the Alberta side of the border are excluded.

Table 3
Enrolments, teachers and school divisions, 1986-87

Rural	Enrolment	Teachers	Schools
Arcola	1,803	116	9
Assiniboia	1,251	95	10
Battle River	1,806	126	11
Battlefords	1,359	82	7
Biggar	1,012	75	9
Blaine Lake	981	75	5
Borderland	1,117	81	6
Broadview	1,380	97	6
Buffalo Plains	2,487	150	11
Canora	1,085	65	6
Cupar	1,579	102	7
Davidson	1,063	72	8
Deer Park	649	47	6
Eastend	759	56	6
Estevan Rural	991	73	8
Eston-Elrose	1,282	85	7
Gull Lake	753	50	6
Herbert	1,155	86	10
Hudson Bay	1,704	104	8
Humboldt	1,837	129	15
Indian Head	1,616	103	7
Kamsack	1,210	82	9
Kerrobert	1,500	101	9
Kindersley	1,790	107	8
Kinistino	1,042	72	6
Lanigan	1,241	82	10
Last Mountain	1,607	104	10
Leader	980	77	10
Long Lake	1,292	90	7
Maple Creek	1,140	82	12
Meadow Lake	2,525	158	12
Moosomin	1,556	97	6
Nipawin	2,566	160	12
Northern Lakes	1,608	110	7
Outlook	1,463	99	10
Oxbow	1,352	85	10
Parkland	1,848	121	9
Potashville	2,363	146	12
Prairie View	1,051	78	8
Prince Albert Rural	2,075	140	13
Radville	699	54	7
Regina (East)	1,129	77	7
Rosetown	1,551	107	11
Saskatchewan Valley	4,037	241	16
Saskatoon (East)	2,200	143	10
Saskatoon (West)	2,689	179	14
Shamrock	1,546	93	8
Shaunavon	1,096	76	11
Sturgis	1,268	89	10
Swift Current Rural	833	65	10
Thunder Creek	1,279	79	10
Tiger Lily	1,193	76	6
Tisdale	1,945	122	12
Turtleford	1,378	85	8
Wadena	2,185	130	12
Wakaw	1,384	95	7
Weyburn Central	823	55	8
Wilkie	1,370	100	9
Wood River	793	59	11
Yorkdale	1,559	108	11
Total	88,835	5,893	546

Rural, Town and Village	Enrolment	Teachers	Schools
Christ King	162	8	1
Estlin	0	0	0
Grand Coulee	72	4	1
Gray	12	1	1
Lemberg	140	10	1
Mankota Our Lady Fatima	54	3	1
Mathieu	93	7	1
Neudorf	142	10	1
Paynton	119	8	1
Pense	129	9	1
St. Alphonse	52	4	1
St. Gabriels	223	12	1
St. Olivier	111	7	1
Spiritwood RCS	135	8	1
Unity	220	13	1
Wilcox	47	3	1
Wilcox St. August	0	0	0
Wilkie St. George	213	14	1
Balcarres	496	33	2
Gravelbourg	387	29	2
Grenfell	376	25	2
Humboldt Public	213	22	1
Humboldt Separate	567	37	2
Humboldt CI	377	15	1
Wolseley	308	18	2
Total	4,648	300	28

City	Enrolment	Teachers	Schools
Estevan Public	1,151	76	6
Estevan Separate	595	41	4
Estevan Comp	584	35	1
Lloydminster Public	1,332	78	9
Lloydminster Separate	443	28	4
Melfort	1,303	85	4
Melville Public	619	34	4
St. Henry's	386	21	1
Melville Comp	464	27	1
Moose Jaw Public	5,154	323	16
Moose Jaw Separate	1,442	94	6
North Battleford Public	2,195	131	6
North Battleford Separate	1,597	94	5
Prince Albert Public	4,007	243	12
Prince Albert Separate	2,460	162	11
Prince Albert Comp	1,551	86	1
Regina Public	23,936	1,420	67
Regina Separate	9,759	562	37
Saskatoon Public	22,214	1,291	52
St. Paul's	11,486	660	36
Swift Current Public	2,100	139	8
Swift Current Separate	245	18	2
Swift Current Comp	987	60	1
Weyburn Public	1,613	96	6
Weyburn Separate	436	20	2
Yorkton Public	2,490	163	8
Yorkton Separate	862	54	4
Total	101,411	6,041	314

Table 3 continued
Enrolments, teachers and school divisions, 1986-87

Northern Saskatchewan	Enrolment	Teachers	Schools
Creighton	414	28	1
Ile-a-la-Crosse	360	20	1
Northern Lights	4,503	273	30
Uranium City	34	2	1
Total	5,311	323	33
Provincial Total	200,205	12,557	921

Table 4
Primary and secondary school enrolment by grade and geographic distribution, 1986-87

Grade	Rural divisions	Village and town divisions	City divisions	Northern Sask. schools	Gov't aided schools	Dev. centres	Private schools	Total
Kindergarten	7,104	424	8,336	537	18	0	88	16,507
Grade 1	7,645	472	8,731	682	11	0	113	17,654
Grade 2	7,557	456	7,887	517	13	0	110	16,540
Grade 3	7,204	438	7645	472	12	0	100	15,871
Grade 4	7,323	457	7,346	464	15	0	114	15,719
Grade 5	7,090	391	7,452	405	18	0	98	15,454
Grade 6	7,105	386	7,051	417	10	0	107	15,076
Grade 7	7,263	357	7,070	366	7	0	141	15,204
Grade 8	7,016	304	6,993	342	8	0	138	14,801
Grade 9	6,777	266	7,370	316	0	0	398	15,127
Grade 10	5,785	213	8,112	235	0	0	477	14,822
Grade 11	5,253	213	7,584	126	0	0	568	13,744
Grade 12	5,125	219	8,006	102	0	0	596	14,048
Other	588	52	1,828	330	29	51	180	3,058
Total	88,835	4,648	101,411	5,311	141	51	3,228	203,625

Table 5
Enrolment in French language programs, 1986-87

Program	Kgtn.	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total
French language schools for Fransaskois	149	395	276	181	102	1,103
Immersion/bilingual for Anglophones	1,699	3,522	1,602	567	291	7,681
Core French	1,475	10,135	18,607	32,086	10,389	72,692
Total	3,323	14,052	20,485	32,834	10,782	81,476

Table 6
Enrolments for private and alternative schools, 1981-87

Year	Private high schools	Private (alternative) elementary programs	Total	Enrolment
1981-82	11	25	36	2,742
1982-83	10	30	40	2,463
1983-84	10	33	43	2,807
1984-85	10	33	43	2,816
1985-86	9	38	47	2,968
1986-87	9	36	45	3,078

Table 7
Grants to universities, 1981-87

	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
Capital grants	$15,605,000	$7,363,000	$5,186,000	$11,952,000	$19,370,000	$28,400,000
Operating grants	100,800,000	117,936,000	126,192,000	132,501,000	139,379,000	143,560,000
Total	$116,405,000	$125,299,000	$131,378,000	$144,453,000	$158,749,000	$171,960,000

Table 8
University Enrolment, 1981-87

	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
University of Saskatchewan	12,843	14,000	15,000	15,476	15,578	16,131
University of Regina	4,912	5,952	6,410	6,351	6,420	6,617
Total	17,755	19,952	21,410	21,827	21,998	22,748

All figures indicate full-time equivalent students.

Table 9
Grants to community colleges, 1986-87

Community college	1986-87 Fiscal year
Carlton Trail	$516,819
Coteau Range	568,791
Cumberland	426,999
Cypress Hills	589,683
Lakeland	150,804
La Ronge Region	440,391
Mistikwa	513,879
North East	324,777
Parkland	643,923
Prairie West	480,762
Prince Albert Regional	509,898
Regina Plains	847,212
Saskatoon Region	894,453
South East Region	652,509
West Side	453,132
Total	$8,014,032

Table 10
Community colleges: enrolment and participation rate, 1986-87

Community college	Adult population*	Enrolment	Participation rate
Carlton Trail	45,075	4,999	11.1
Coteau Range	53,055	5,501	10.4
Cumberland	30,372	5,482	18.0
Cypress Hills	46,373	5,247	11.3
Lakeland**	12,674	468	3.7
Mistikwa	39,643	5,499	13.9
Parkland	65,801	6,641	10.1
Prairie West	36,172	4,775	13.2
Prince Albert Regional	52,367	6,363	12.2
Regina Plains	145,898	11,823	8.1
Saskatchewan Indian	29,739	701	2.4
Saskatoon Region	158,671	9,376	5.9
South East Region	62,360	9,022	14.5
La Ronge Region		862	
North East	11,524***	1,428	28.11
West Side		949	
Total	789,724	79,136	

* Adult population figures for all but the Saskatchewan Indian Community Colleges are compiled from Saskatchewan Hospital Services Plan data and include persons 15 years of age and older.
** Both adult population and enrolment figures count only Saskatchewan residents.
*** Adult Population and Participation Rate figures are available only for the 3 northern college regions in total.

Table 11
Community colleges: enrolment by type of program, 1986-87

Community college	ABE	ASE	ET	AFR	IR	UC	HAC	PDR	HSR	PD	FCR	Total
Carlton Trail	67	71	2	81	763	127	1,621	339	368	536	1,024	4,999
Coteau Range	243	225	13	198	576	592	1,033	469	467	740	945	5,501
Cumberland	56	75	0	394	475	63	1,188	562	405	928	1,336	5,482
Cypress Hills	110	132	12	289	502	301	773	259	311	1,065	1,493	5,247
Lakeland	20	0	0	27	32	1	165	88	62	16	57	468
La Ronge	60	0	171	0	66	0	137	27	28	319	54	862
Mistikwa	300	138	0	117	444	535	951	715	246	1,240	813	5,499
North East	105	0	32	0	84	0	415	6	53	666	67	1,428
Parkland	347	159	0	62	540	660	1,542	215	491	1,082	1,543	6,641
Prairie West	89	45	7	212	298	211	1,716	447	310	749	891	4,775
Prince Albert	588	181	0	7	748	1,349	720	0	409	1,638	723	6,363
Regina Plains	2,164	1,043	43	155	200	0	1,581	24	577	4,559	1,477	11,823
Saskatchewan Indian	210	0	33	0	139	0	0	0	0	139	180	701
Saskatoon	922	1,616	2,711	36	419	0	1,028	332	627	768	917	9,376
South East	138	204	71	191	900	238	1,569	278	253	1,403	3,777	9,022
West Side	149	0	260	0	109	0	155	11	0	149	116	949
Total	5,568	3,889	3,355	1,769	6,295	4,077	14,594	3,772	4,607	15,797	15,413	79,136

ABE: Adult Basic Education; **ASE:** Adult Secondary Education; **ET:** Employment Training; **AFR:** Agriculture Farm-Related; **IR:** Institute-Related; **UC:** University Credit; **HAC:** Hobby and Arts and Crafts; **PDR:** Physical Development Related; **HSR:** Home Skills Related; **PD:** Personal Development; **FCR:** Family Community Related

Table 12
Community colleges: participant hours by type of program, 1986-87

Community college	ABE	ASE	ET	AFR	IR	UC	HAC	PDR	HSR	PD	FCR	Total
Carlton Trail	33,538	585	200	438	55,821	7,699	16,294	3,997	3,686	9,102	9,298	140,658
Coteau Range	180,583	5,084	286	2,589	38,608	26,935	7,434	5,053	2,656	25,602	8,564	303,394
Cumberland	33,000	500	0	6,025	4,530	51	9,032	3,337	1,855	8,150	7,905	74,385
Cypress Hills	63,857	1,916	72	1,601	131,951	13,926	7,315	2,648	3,239	16,399	14,329	257,253
Lakeland	0	0	0	333	551	56	1,541	1,901	408	279	783	5,852
La Ronge	40,026	0	13,266	0	42,120	0	2,408	445	466	4,825	965	104,521
Mistikwa	176,441	1,130	0	578	23,632	22,548	14,497	10,212	2,112	22,962	7,147	281,259
North East	65,976	0	5,244	0	52,272	0	3,063	18	566	8,212	289	135,640
Parkland	198,257	1,885	0	312	149,040	42,914	13,351	2,194	4,592	13,422	9,176	435,143
Prairie West	22,519	460	1,480	3,435	20,698	10,060	16,560	6,399	2,696	5,769	9,212	99,288
Prince Albert Regional	204,904	1,404	0	42	28,225	84,888	12,056	0	6,937	31,408	7,374	377,238
Regina Plains	766,588	21,300	430	2,327	27,880	0	19,949	262	9,799	104,794	17,610	970,939
Saskatchewan Indian	169,962	0	54,472	0	183,128	0	0	0	0	6,852	23,064	437,478
Saskatoon	751,053	98,764	74,623	452	17,247	0	4,974	3,059	9,006	15,789	8,586	983,553
South East	56,585	2,009	791	970	92,526	12,376	16,582	1,549	2,419	15,510	18,735	220,052
West Side	70,572	0	13,266	0	45,408	0	3,840	330	0	7,757	1,485	142,658
Total	2,833,861	135,037	164,130	19,102	913,637	221,453	148,896	41,404	50,437	296,832	144,522	4,969,311

ABE: Adult Basic Education; **ASE:** Adult Secondary Education; **ET:** Employment Training; **AFR:** Agriculture Farm-Related; **IR:** Institute-Related; **UC:** University Credit; **HAC:** Hobby and Arts and Crafts; **PDR:** Physical Development Related; **HSR:** Home Skills Related; **PD:** Personal Development; **FCR:** Family Community Related

Table 13
Technical institutes: enrolment summary, 1985-87

Institute	Diploma	Certificate	Apprentice-ship	Short courses	Institute extension	Sask. Skills extension	Part-time	Total 1985-86	Total 1986-87
Kelsey	1,085	1,217	957	112	5,789	1,551	0	11,046	10,710
NIT	190	524	13	192	66	111	0	274	1,096
STI	881	722	711	0	1,679	302	0	3,667	4,295
Wascana	670	1,835	13	0	5,971	641	845	8,689	9,975
Total	2,826	4,298	1,694	304	13,505	2,605	845	23,676	26,076

Table 14
Kelsey Institute of Applied Arts and Sciences — total enrolment, 1985-87

Division	Enrolment 1985-86	Enrolment 1986-87
Applied sciences	516	461
Health sciences	792	742
Industrial (includes apprenticeship)	1,536	1,574
Personal and community services	3,860	3,708
Short courses	101	112
Extension	2,912	2,562
Saskatchewan skills extension programs	1,329	1,551
Total	11,046	10,710

Table 15
Northern Institute of Technology — total enrolment, 1985-87

Division	Enrolment 1985-86	Enrolment 1986-87
Business and applied arts division	66	369*
Trades and resources division	208	727**
Total	274	1,096

* Includes students enrolled in Commercial Cooking and Office Education at the Meadow Lake Regional Vocational Centre.

** Includes students enrolled in Carpentry, Apprenticeship Carpentry, Heavy Equipment Mechanics and Motor Vehicle Mechanical Repair at the Meadow Lake Regional Vocational Centre.

Table 16
Saskatchewan Technical Institute — total enrolment, 1985-87

Division	Enrolment 1985-86	1986-87
Business	519	643
Engineering technology	432	419
Industrial (includes apprenticeship)	1,298	1,220
76 week special programs	51	32
Extension	1,014	1,679
Saskatchewan skills extension programs	353	302
Total	3,667	4,295

Table 17
Wascana Institute of Applied Arts and Sciences — total enrolment, 1985-87

Division	Enrolment 1985-86	1986-87
Agricultural	2,800	2,431
Business	757	814
Continuing education	3,040	4,549
Dental	114	119
Health sciences	1,277	1,312
Industrial and technical	701	750
Total	8,689	9,975

Table 18
Meadow Lake Regional Vocational Centre Training programs total enrolment, 1985-87

Program	Enrolment 1985-86	1986-87
Trades/pre-employment		
Office education	12	21
Carpentry	8	9
Heavy equipment mechanics	9	10
Motor vehicle mechanical repair	12	12
Commercial cooking	8	10
Carpentry upgrading	9	0
Preventative maintenance heavy equipment mechanics	9	0
Adult basic education		
Adult grades 0-12	104	0*
Apprenticeship — carpentry	9	6
Total	180	68

* Adult Basic Education was transferred to Mistikwa Community College effective 1986-87.

Table 19
Indentures, completions and cancellations by trade, 1986-87

Trade	Apprentices July 1/86	Indentures	Cancellations	Completions	Apprentices June 30/87
Agricultural machinery technician	0	4	0	0	4
Barber-stylist	0	0	0	0	0
Boilermaker	14	1	0	1	14
Bricklayer	68	11	18	12	49
Carpenter	696	90	84	67	635
Cement finisher	0	0	0	0	0
Cook	37	21	5	3	50
Cosmetologist	4	11	0	3	12
Crane and hoist operator	5	0	5	0	0
Drywall and acoustical mechanic	0	0	0	0	0
Electrician	554	82	37	84	515
Glassworker	13	1	2	2	10
Heavy duty equipment mechanic	365	52	37	43	337
Industrial instrument maintenance mechanic	0	2	0	0	2
Industrial mechanic (millwright)	103	7	5	11	94
Insulator	0	0	0	0	0
Machinist	81	19	14	8	78
Motor vehicle body repairer	185	32	20	21	176
Motor vehicle mechanic	567	143	56	48	606
Painter and decorator	24	7	7	1	23
Plasterer	0	0	0	0	0
Plumber	362	67	77	44	308
Power lineman	109	33	12	15	115
Radio and television repairer	24	4	7	0	21
Refrigeration and air conditioning mechanic	60	22	13	11	58
Roofer	0	11	1	0	10
Sheet metal worker	115	21	24	11	101
Sprinkler system installer	19	2	0	1	20
Steamfitter/pipefitter	51	8	12	9	38
Tilesetter	5	4	1	1	7
Truck and transport mechanic	0	0	0	0	0
Welder	152	34	36	18	132
Total	3,613	689	473	414	3,415

Table 20
Indentures, completions, cancellations and apprentices under agreement, 1982-83 to 1986-87

Year	Indentures	Completions	Cancellations	Number of apprentices
1982-83	1,007	572	545	4,610
1983-84	1,056	591	667	4,408
1984-85	930	649	593	4,096
1985-86	785	415	853	3,613
1986-87	689	414	473	3,415

Table 21
Enrolment in apprenticeship training courses by trade and stage of training, 1986-87

Trade	All levels	Enrolment levels			
		First	Second	Third	Fourth
Agricultural machinery technician	0	0	0	0	0
Barber-stylist	0	0	0	0	0
Boilermaker	9	5	3	1	0
Bricklayer	28	10	12	6	0
Carpenter	249	68	69	58	54
Cement finisher	0	0	0	0	0
Cook	26	17	7	2	0
Cosmetologist	0	0	0	0	0
Crane and hoist operator	0	0	0	0	0
Drywall and acoustical mechanic	0	0	0	0	0
Electrician	305	63	88	68	86
Glassworker	8	2	0	4	2
Heavy duty equipment mechanic	169	50	72	47	0
Industrial instrument maintenance mechanic	0	0	0	0	0
Industrial mechanic (millwright)	37	8	10	19	0
Insulator	0	0	0	0	0
Machinist	43	10	13	20	0
Motor vehicle body repairer	81	26	25	30	0
Motor vehicle mechanic	273	105	69	99	0
Painter and decorator	13	8	5	0	0
Plasterer	0	0	0	0	0
Plumber	138	36	50	52	0
Power lineman	86	42	25	19	0
Radio and television repairer	7	2	2	3	0
Refrigeration and air conditioning mechanic	34	12	6	8	8
Roofer	7	7	0	0	0
Sheet metal worker	53	11	20	11	11
Sprinkler system installer	7	2	5	0	0
Steamfitter/pipefitter	21	10	3	0	8
Tilesetter	3	2	1	0	0
Truck and transport mechanic	0	0	0	0	0
Welder	55	20	16	19	0
Total	1,652	516	501	466	169

Table 22
Interprovincial standards examinations, 1985-87

Trades	1985-86			1986-87		
	Examined	Passed	Seals issued	Examined	Passed	Seals issued
Boilermaker	1	1	1	4	4	4
Bricklayer	11	11	12	8	8	16
Carpenter	27	8	50	98	61	64
Cook	30	17	17	15	11	12
Electrician	136	76	80	119	68	82
Heavy duty equipment mechanic	58	39	43	63	47	45
Industrial instrument — maintenance mechanic	0	0	0	1	1	0
Industrial mechanic (millwright)	22	15	11	8	5	14
Machinist	13	11	10	18	12	8
Motor vehicle body repairer	46	22	17	37	33	25
Motor vehicle mechanic	117	65	58	35	12	50
Painter and decorator	5	2	4	9	5	6
Plumber	16	11	9	13	10	11
Power lineman	1	1	2	3	1	0
Radio and television repairer	1	1	1	1	1	1
Refrigeration and air-conditioning mechanic	0	0	0	10	7	7
Sheet metal worker	11	11	16	11	11	11
Sprinkler system installer	2	1	3	4	2	0
Steamfitter/pipefitter	17	14	13	29	24	10
Truck and transport mechanic*	0	0	0	0	0	0
Welder	40	30	17	30	19	20
Total	554	336	364	516	342	386

* The newly designated trade of Truck and Transport Mechanic will be offered under the Interprovincial Standards Examination program.

Table 23
Tradesmen upgrading and journeymen updating, July 1, 1986 to June 30, 1987

Trades	Tradesmen upgrading	Journeymen updating
Bricklayer	0	60
Carpenter	26	0
Cement finisher	36	48
Cook	12	0
Crane and hoist operator	157	0
Electrician — code interpretation	0	180
Electrician — basic electronics	0	96
Electrician — programmable controllers	0	96
Industrial mechanic (millwright)	0	54
Insulator	30	0
Steamfitter/pipefitter — pipe fabrication and template layout	0	24
Welder — uphand stick	0	70
Welder — MIG specialty	0	14
Welder — TIG specialty	0	30
Total	261	672

Of the 933 people trained under the upgrading and updating programs 435 people took training to assist in securing employment at the heavy oil upgrader, Regina.

Table 24
Industry-based training — skill investment program, 1986-87

Trade	Contracts	Trainees	Training days
Agriculture	13	31	3,037
Clerical	215	407	19,044
Construction	3	14	439
Fabrication and assembly	5	390	28,916
Forestry and logging	0	0	0
Heavy equipment operator	2	14	150
Management and supervision	34	91	5,052
Mechanics	6	6	450
Mining	0	0	0
Nursing and related	6	48	2,866
Pulp and paper	4	7	268
Service and related	20	55	5,053
Transportation	3	4	195
Others	3	9	207
Total	314	1,076	65,677

Table 25
Industry-based training — skill shortages program, 1986-87

Trade	Contracts	Trainees	Training days
Aircraft mechanic	9	9	3,875
Chef	15	17	7,185
Computer programmer analyst	16	16	2,107
Design engineer	0	0	0
Electrician	0	0	0
Electrical engineering technologist	11	20	2,980
Heavy duty mechanic	41	44	25,202
Heavy equipment operator	1	1	780
Tool and die maker	3	7	310
Machinist	14	14	8,320
Mechanical engineering technologist	3	3	650
Millwright	5	40	39,940
Pipefitter	0	0	0
Power engineer	1	1	260
Welder	2	4	5,140
Motor vehicle mechanic	97	157	86,200
Motor vehicle body repairer	44	44	27,253
Others	11	19	8,727
Total	273	396	218,929

Table 26
Vocational rehabilitation of disabled persons (VRDP) program — program training area and enrolment, 1985-87

Training area	1985-86	1986-87
Universities	114	126
Technical institutes	57	81
Community colleges	143	139
Trade schools	31	17
Special training centres	226	186
Other training services	22	25
Training-on-the-job	52	34
Out-of-province training	28	37
Foreign training	9	9
Total	682	654

Table 27
Saskatchewan skills extension program activities, 1985-87

	1985-86	1986-87
Programs		
South	129	170
North	20	24
Total	149	194
Training days		
South	101,774	105,449
North	26,234	23,300
Total	128,008	128,749
Training places		
South	565.4	585.8
North	145.7	129.4
Total	711.1	715.2
Participants		
South	1,854	2,153
North	215	259
Total	2,069	2,412
Locations		
South	36	60
North	7	14
Total	43	74

Table 28
Registered private vocational schools — enrolment by type of course, 1985-86

Courses	Schools	1985 enrolment	1986 enrolment
Auction school	1	8	2
Bartending	1	59	54
Beauty culture	6	490	454
Commercial	11	1,574	1,996
Electrolysis	1	21	5
Esthetics	2	0	17
Income tax	1	77	125
Life management	1	0	75
Life skills training	1	219	206
Radio broadcasting	2	67	97
Saskatchewan safety council	1	657	512
Total	28	3,172	3,543

Table 29
Registered private vocational schools — enrolment by school, 1986-87

School	Enrolment
Artistique Beauty College	55
Bender Auction School	2
B.S.D. Training and Resources Ltd.	206
CompuCollege — Prince Albert	153
CompuCollege — Regina	377
CompuCollege — Saskatoon	224
Expression Academy of Hair Design	29
Fine Art Bartending	54
Hair Design Academy	63
H & R Block -- Regina	125
Marvel — Regina	116
Marvel — Saskatoon	138
McKay Tech Inc.	104
Michel-Alynn Esthetics	3
Life Management	75
Prince Albert Business College	130
P.C. Computer School	103
Prairie Broadcasting Training Institute	49
Reliance School of Business	170
Reeves Business College — Lloydminster	78
Reeves Business College — North Battleford	38
Richards Beauty College	53
Robertson Career College Ltd.	331
Saskatchewan Safety Council	512
Saskatoon Business College	288
St. Tropezz School of Estheticianal Artistry	14
Tiara Electrolysis Clinic	5
Western Academy Broadcasting College	48
Total	3,543

Table 30
Summary of northern training programs delivered by community colleges, 1986-87

Course	Programs	Enrolment	Student training days	Direct cost
Adult basic education				
Grade 1-11	1	8	1,184	$ 30,147
Grade 5-10	2	14	1,754	44,571
Grade 8-10	9	83	11,685	274,293
Grade 5-12	1	6	1,062	27,614
Grade 8-12	1	19	2,983	83,328
Grade 11-12	2	24	3,778	86,343
Grade 12	1	7	1,057	38,298
Advanced skill development	2	15	2,340	53,931
Associated skills	1	0	0	25,508
English second language	1	5	120	831
Learning centres	12	0	0	205,068
Life skills	2	96	1,950	29,116
Pre-trades	1	21	1,244	42,316
Preparatory upgrading	5	8	272	21,167
Total	41	306	29,429	$962,531

Table 30 continued
Summary of northern training programs delivered by community colleges, 1986-87

Course	Programs	Enrolment	Student training days	Direct cost
Skill training				
Accounting	1	10	200	$ 7,369
Aquaculture seminar	1	15	45	3,434
Anglers guide training	1	9	180	15,323
Athabasca training council tour	1	0	0	5,146
Athabasca training council workshop	1	14	42	8,179
Barbering and hairstyling	1	4	160	4,354
Computer familiariazation	1	8	176	825
Day care training	1	8	40	1,374
Farm plumbing and heating	2	23	254	15,672
First aid	1	18	36	2,227
Forestry	1	6	210	14,285
Forestry — first aid	1	75	750	10,398
Home care board training	1	16	64	4,974
Home electrical wiring	1	10	200	3,651
Home management	1	5	290	9,586
Hospitality training	1	3	54	645
Independent living for senior citizens	1	10	170	5,339
Log building	2	16	464	15,346
Native handicraft	1	0	0	11,917
Orientation to day care	1	0	0	1,599
Prospecting	1	16	480	8,006
Record keeping	2	20	120	4,817
Sheet metal	1	6	210	6,025
Small motor repair	3	25	651	15,778
Steam engineering/fireman's	2	18	90	3,321
Supervisor training	4	60	258	8,425
Trapper training	2	68	400	29,615
Welding	1	8	120	9,592
Total	38	471	5,664	$227,222

Table 31
Northern occupational training programs, 1986-87

Program	People trained
Native career development program	250
Saskatchewan youth access	30
Opportunities '87	238
Special agriculture and rural development agreement	62
Total	580

Table 32
Funding for northern training programs, 1986-87

Adult basic education	$962,531
Skill training	227,222
Northern training program allowances	179,068
Sponsored program support	132,640
Buffalo Narrows operating	476,312
Other programs — design and development costs	137,548
Total	$2,115,321

Table 33
Saskatchewan skills development program (SSDP) — students in college programs*, 1985-87

Community College	1985-86 Academic	1985-86 Pre-employment	1985-86 Community based	1985-86 Total	1986-87 Academic	1986-87 Pre-employment	1986-87 Community based	1986-87 Total
Carlton Trail	34	8	0	42	60	14	0	74
Coteau Range	180	17	0	197	252	34	0	286
Cumberland	31	7	0	38	10	1	10	21
Cypress Hills	74	14	1	89	47	26	2	75
Lakeland	14	1	0	15	18	1	0	19
LaRonge	121	10	18	149	45	0	12	57
Mistikwa	108	18	0	126	99	14	3	116
North East	111	1	0	112	36	5	0	41
Parkland	79	19	0	98	80	22	0	102
Prairie West	7	0	0	7	25	0	0	25
Prince Albert	256	61	71	388	328	41	16	385
Regina Plains	755	98	155	1,008	793	113	173	1,079
Saskatoon	695	185	174	1,054	729	110	171	1,010
South East	37	7	0	44	34	19	1	54
West Side	37	0	0	37	14	3	0	17
Total	2,539	446	419	3,404	2,570	403	388	3,361

* Saskatchewan Indian Community College does not carry SSDP programs since it offers educational programs on Indian reserves throughout Saskatchewan.

Table 34
Non-status Indian and Metis (NSIM) program — number of students by college region*, 1985-87

Community college	Number of Students 1985-86	Per cent	1986-87	Per cent
Carlton Trail	12	1.0	18	1.7
Coteau Range	25	2.1	45	4.4
Cumberland	75	6.4	60	5.8
Cypress Hills	16	1.4	13	1.3
Lakeland	21	1.8	24	2.3
Mistikwa	230	19.5	169	16.4
Parkland	81	6.9	80	7.7
Prairie West	32	2.7	23	2.2
Prince Albert**	318	27.0	265	25.7
Regina Plains	163	13.8	191	18.5
Saskatoon Region	136	11.5	96	9.3
South East Region	70	5.9	49	4.7
Total	1,179	100.0	1,033	100.0

* Does not include three northern community colleges.
** Includes Prince Albert Vocational Centre and Prince Albert Regional Community College.

Table 35
Non-status Indian and Metis (NSIM) program — budget allocation, 1986-87*

Community college**	Program and allowances	Program support	Total
Carlton Trail	$79,601	$10,293	$89,894
Coteau Range	99,878	12,921	112,799
Cumberland	276,657	18,253	294,910
Cypress Hills	59,040	10,000	69,040
Lakeland	89,881	11,622	101,503
Mistikwa	603,359	62,777	666,136
Parkland	360,140	44,874	405,014
Prairie West	115,341	14,915	130,256
Prince Albert Regional	1,065,185	71,510	1,136,695
Regina Plains	518,596	59,431	578,027
Saskatoon Region	422,320	49,460	471,780
South East Region	206,922	26,717	233,639
Total	$3,896,920	$392,773	$4,289,693

* In 1986-87, $178,355 was allocated as the NSIM program's contribution to the sponsoring program's support formula. The total NSIM budget for 1986-87 was $4,422,920.
** Budget allocations for 12 southern community colleges only.

Table 36
Inservice activities for primary and secondary teaching staff, 1986-87

	Work-shops	Parti-cipants	Total cost
Computer education	27	260	$16,460
Core French, grades 4-12 and 7-12	19	536	5,534
Health, grades 7-9	62	1,328	22,565
Home economics	4	49	1,052
Indian and Metis education	11	171	5,166
Mathematics, grades 10-12	8	72	1,769
Native studies 10	3	10	832
School libraries	31	485	3,213
Special education	7	295	3,723
Social studies, grades 7-9	25	461	23,534
Other regional	24	1,098	4,919
Total	221	4,765	$88,767

Table 37
Certification, College of Education students, 1986-87

Certificates	Number issued
Standard "A"	12
Standard "B"	1
Professional "A"	665
Professional "B"	3
Vocational	13
Technical	0
Total	694
Probationary certificates as of June 30, 1987 (substitutes 150)	210

Table 38
Primary and secondary teaching staff, 1981-87

Year	Teachers	Net increase or decrease
1981-82	11,671	+93
1982-83	11,968	+297
1983-84	11,999	+31
1984-85	12,078	+79
1985-86	12,077	-1
1986-87	12,557	+480

Beginning in 1982-83, schools operating under the administration of the Department of Northern Saskatchewan were transferred to Saskatchewan Education and are included in this table.

Since 1985, teachers employed by the Lloydminster School Division and Lloydminster Roman Catholic Separate School Division have been prorated to the proportion that Saskatchewan students represent of total enrolment in Lloydminster school divisions. These figures include central office professional staff, superintendents, directors and consultants, but not DND and Government aided schools.

The 1986-87 total includes 1,420 part time teachers and 154 out-of-scope staff.

Table 39
Primary and secondary teachers employed, 1986-87

Class	Rural divisions	Village and town divisions	City divisions	DND and gov't aided	Northern divisions	Total
VI	196	8	592	0	7	803
V	1,169	56	1,557	11	64	2,857
IV	3,362	169	3,222	21	176	6,950
III	509	31	329	4	65	938
II	548	33	270	2	6	859
I	12	1	4	0	0	17
C	15	0	1	0	1	17
Other	82	2	66	4	4	158
Total	5,893	300	6,041	42	323	12,599

Table 40
Primary and secondary teachers' average salaries, 1981-87

Year	Salary grid	Average salaries
1981-82	1982	29,214
1982-83	1983	31,650
1983-84	1984	33,198
1984-85	1985	33,675
1985-86	1986	34,988
1986-87	1986	35,075

Table 41
Primary and secondary teachers' average salaries, 1986-87

Class	Rural divisions	Town and village divisions	City divisions	Northern divisions	Total average
VI	42,250	43,702	42,904	42,964	42,755
V	37,431	39,044	38,533	36,156	38,032
IV	34,354	33,837	35,170	32,510	34,664
III	28,125	29,346	27,756	25,942	27,852
II	26,238	26,647	26,192	26,180	26,237
I	22,795	0	23,934	0	23,120
C	18,237	0	0	18,237	18,237

Table 42
Primary and secondary teachers — percentage distribution by classification, 1986-87

Classification	Percentage
VI	6.37
V	22.68
IV	55.16
III	7.44
II	6.82
I	0.14
C	0.14
Other	1.25

Table 43
Correspondence school — high school enrolment, 1986-87

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Adults	160	487	655	1,739	3,041
School age	443	1,392	1,221	1,172	4,228
Total students	603	1,879	1,876	2,911	7,269
Type A service	917	2,753	2,527	3,686	9,928
Type B service	201	508	370	697	1,776
Total (A & B)	1,118	3,261	2,942	4,383	11,704

Type A service refers to the number of students registered for full instruction. Line 4 above displays the total number of courses for which these students were enrolled.
Type B service refers to the number of correspondence courses purchased by teachers, school boards and community colleges for use as teaching aids and for students taught in local schools with the aid of correspondence courses.

Table 44
Educational services to children with disabilities, 1986-87

Special services	Nature of disability*								
	TMR	ED	VI	HI	OH	LD	CHI	MH	Total
Special equipment	0	0	1	8	7	2	0	1	19
Consultant with equipment	0	2	4	2	8	3	1	1	21
Teacher aide	105	85	11	22	57	15	30	59	384
Itinerant teacher	13	45	18	51	12	195	14	6	354
Resource room	102	130	37	109	24	3,267	42	9	3,720
Part-time special class	56	36	2	19	7	79	8	23	230
Full-time special class	263	162	2	29	20	70	7	61	614
Special school	154	40	2	3	31	31	6	133	400
Developmental centre	12	1	0	0	1	0	0	143	157
Special boarding school	16	42	0	0	0	0	0	6	64
Homebound instruction	0	0	0	0	0	0	9	0	9
Other	3	5	3	9	6	3	5	10	44
Total	724	548	80	252	173	3,665	122	452	6,016

*Totals include students designated as: TMR: Trainable Mentally Retarded; ED: Emotionally Disturbed; VI: Visually Impaired; HI: Hearing Impaired; OH: Orthopaedically Handicapped; LD: Learning Disabled; CHI: Chronic Hearing Impaired; MH: Multiple Handicapped.

Table 45
Capital projects approved, 1986-87

Roof repairs	$243,909
Unfixed furniture, equipment land and external works	1,183,627
Major renovations	120,661
New construction	18,273,095
Total estimated cost (including fees):	$19,821,292

Table 46
Grants to primary and secondary schools, 1981-87

Grants to schools	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
Operating	$258,651,878	$298,398,300	$333,949,960	$349,432,069	$328,347,200	$332,166,620
Building and repairs	10,440,286	14,664,490	8,789,999	11,985,260	12,259,700	0
Long-term debt and capital downpayment	0				56,301,470	58,438,910
Education development fund	0				6,700,000	26,200,000
Total	$269,092,164	$313,062,790	$342,739,959	$361,417,329	$403,608,370	$416,805,530

Prior to 1985-86, long-term debt and capital downpayments were included in operating.
In 1986-87, building and repairs were paid by the Saskatchewan Property Management Corporation.

Table 47
1986 revenue fund receipts and disbursements for all primary and secondary schools under the administration of Saskatchewan Education

	Northern divisions	Town and village divisions	City divisions	Rural divisions	Total
Revenue					
Net proceeds of taxes and grants in lieu of taxes	$1,842,672	$6,757,796	$178,159,465	$163,481,613	$350,241,546
Provincial grants	22,819,173	10,025,100	165,914,766	209,010,307	407,769,346
Tuition fees	3,118,283	1,974,830	29,874,585	12,576,770	47,544,468
Other educational services	0	0	1,112,575	0	1,112,575
Ancillary services	525,013	8,307	2,673,574	872,701	4,079,595
Miscellaneous revenue	500,176	202,687	7,467,409	4,783,168	12,953,440
Total revenues	$28,805,317	$18,968,720	$385,202,374	$390,724,559	$823,700,970
Expenditures					
Administration	$1,384,889	$541,566	$8,135,666	$10,196,671	$20,258,792
Instruction	14,203,443	11,554,803	260,179,321	231,316,028	517,253,595
Plant operation and maintenance	4,908,851	1,647,009	48,389,039	34,781,706	89,726,605
Payments to other divisions	2,814,841	1,520,980	15,922,475	15,092,586	35,350,882
Conveyance and related services	788,200	1,117,252	6,246,501	51,279,675	59,431,628
Ancillary services	861,773	933	2,259,477	329,839	3,452,022
Annual debt charges	1,222,900	1,590,045	27,485,207	25,891,362	56,189,514
Contributions to capital	74,207	153,087	4,222,642	5,144,351	9,594,287
Reserves	520,429	86,773	2,665,944	3,281,909	6,555,055
Other educational services	0	0	1,447,982	0	1,447,982
Special projects	593,932	736,238	8,491,439	13,265,637	23,087,246
Total expenditures	$27,373,465	$18,948,686	$385,445,693	$390,579,764	$822,347,608

Table 48
1986 statement of assets and liabilities for all primary and secondary schools under the administration of Saskatchewan Education

	Northern divisions	Town and village divisions	City divisions	Rural divisions	Total
Capital assets					
Land, buildings and equipment	$23,638,861	$22,562,945	$453,197,611	$451,998,857	$951,398,274
Other capital assets	6,975,927	290,436	37,818,817	35,081,497	80,166,677
Revenue assets					
Cash on hand and in bank	4,569,873	2,229,246	11,546,648	36,120,061	54,465,828
Due from taxes	1,197,559	1,211,224	9,883,172	28,079,188	40,371,143
Due from grants	395,739	250,370	5,063,625	5,957,472	11,667,206
Accounts receivable	1,712,127	251,407	4,550,067	4,425,619	10,939,220
Other assets	388,999	542,427	29,536,450	2,809,282	33,277,158
Total assets	$38,879,085	$27,338,055	$551,596,390	$564,471,976	$1,182,285,506
Capital liabilities					
Debentures not due	$7,128,733	$3,800,036	$113,285,357	$92,620,963	$216,835,089
Other capital liabilities	2,266,823	747,484	15,484,797	16,844,010	35,343,114
Revenue Liabilities					
Bank overdraft and loan	155,295	193,489	2,251,695	5,783,215	8,383,694
Deferred teachers salaries	53,986	162,860	1,767,924	3,626,545	5,611,315
Accounts payable	4,153,553	522,505	15,726,273	8,034,910	28,437,241
Debentures overdue	0	9,079	466,445	552,519	1,028,043
Other revenue liabilities	1,404,298	316,535	9,744,881	9,904,736	21,370,450
Total liabilities	$15,162,688	$5,751,988	$158,727,372	$137,366,898	$317,008,946
Debentures registered in 1986-87					$35,899,816

Table 49
Board of education operating expenditures, 1985-86

	($ Millions)			
	1985	1986	Increase	% Increase
Gross expenditures	767.2	882.3	55.1	7.2
Exclude payments to other divisions	733.6	787.0	53.4	7.3

The following is a comparison of some expenditure categories:

	($ Millions)			
	1985	1986	Increase	% Increase
Instruction	498.6	517.3	18.7	3.8
Plant operation and maintenance	82.5	89.7	7.2	8.7
Administration	19.6	20.3	0.7	3.6
Conveyance and related services	58.7	59.4	0.7	1.2